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ABSTRACT

Children of alcoholics (COAs) generally experience high levels of anxiety and depression, particularly those in grades five through eight. The materials in this program intend to help these children by improving their group environments and by helping them grow in developmentally healthy ways. The components of the program are research based and designed to foster resiliency among all young people, not just COAs. The information attempts to be culturally relevant and sensitive and aims at mobilizing "all available healing potential." The kit's printed components include: (1) "Making the Connection: A Program Guide"; (2) "Leader's Guide"; (3) activity worksheets; (4) "Building Resilience in Children of Alcoholics, a Reference for Teachers of Grades 5 through 8"; (5) "Marta's Choice: Making the Connection"; (6) "Life is Belonging: an American Indian Photo Album." The kit's non-print components include: (1) a VHS videocassette that teaches basic facts about alcohol, alcoholism, and the risks encountered by COAs; (2) a companion audio-cassette tape, which builds on the tradition of story telling and tries to foster a sense of community, the importance of rituals, and the special value of children to the community; (3) a VHS videocassette about two boys from two different African American families suffering from alcoholism; in addition, the kit includes two wall posters. (RJM)

ED 404 609

MAKING THE CONNECTION:
A PROGRAM GUIDE

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CONNECTIONS

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This **Manual** is part of **The Connections Kit** designed to build resiliency against alcohol and other drug problems among children raised in high risk families and communities, with special emphasis on children of alcoholics. The **Manual** explains the overall goals of the program and the roles of the individual components in meeting those goals.

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INTRODUCTION

HOW YOU CAN HELP

Children of alcoholics (COAs) generally cannot change their home environments. A stressful home setting causes many of these children to have higher levels of anxiety and depression, to do poorly in school and other group settings, and to have deficient social and emotional coping skills.

The attitudes and behaviors of these children may have a negative impact in classroom or community-group settings, creating difficulties for teachers, administrators, and group leaders. This is particularly true of preadolescents in grades 5 through 8. Therefore, these materials have a dual purpose: (1) to improve group environments and (2) to help these children grow in developmentally healthy ways. As a teacher or community leader, make them aware that they are capable of creating a better world for themselves despite the circumstances in which they now live.

You can help them understand, for instance, that they have not caused the problems at home and that they cannot change these problems. You can also help them to know that they can change how they see themselves and others, and that they can elicit positive responses from their environment outside the home. Research shows that this is a particularly powerful form of protection.

In using these components, do not single out or label these children. Instead, create an atmosphere of empathy in your classroom, community center, or any other setting in which you lead groups of young people; encourage creative problem-solving and coping skills; and foster nurturing through non-stressful activities.

You will soon see that you have begun to help these children expand their concept of family, friendships, and healing. You will facilitate the expansion of their ideas, thoughts, and feelings to help them improve their self-efficacy and self-esteem.

The components in the program are research-based and designed to foster resiliency among all young people, not just COAs. They are designed to be culturally relevant and sensitive. As you use the components, keep an open mind to all possibilities, particularly to those from cultures other than your own. The purpose is to mobilize all available healing potential, regardless of the source—from medicine men, healing spirits, ministers, doctors, non-alcoholic parents, elder siblings, grandmothers, or the elder in the barber shop.

There are some important concepts that you may want to familiarize yourself with before using the components in this kit.

1. Socioeconomic level will have an impact on answers. The notion of "shelter" is different to a homeless or runaway youth than it is to a child from a high socioeconomic bracket.
2. In many cultures, the group is far more important than the individual—so, instead of asking "How might this child be healed?" one would ask, "How might this tribe be healed?" or "How might this community be healed?"
3. Some children, adopted or orphaned, may not have a sense of cultural heritage. Encourage them to build one of their own—to borrow from their peers, for example.
4. Symbols may have strong meanings in many cultures. Allow the children to describe them.

There are many ways that children learn to cope with difficult and painful circumstances. They may try to please others at the cost of losing themselves. They may act out to cover up feeling helpless and vulnerable at the cost of not learning how to successfully negotiate with adults and authority figures. They may withdraw and become isolated at the cost of not developing positive relationships. They may build up a shell around themselves that includes behaviors such as: keeping secrets, being super critical of themselves and others, digging in about their beliefs or ideas, avoiding risks, laughing inappropriately or attempting to show no emotion at all, and not forming close relationships. Such coping skills may serve a purpose for children. *They protect them from experiencing greater pain in painful environments that they have very little or no power to change. These coping strategies need to be respected. Children should not be encouraged to give them up unless they have some other skills with which to replace them.*

For this reason the program does not give easy, pat answers for those who come from difficult home lives or painful environments. There are no easy answers and what works at one point in a child's life may not continue to work when the child becomes a teen or an adult. Instead, this program focuses on helping young people learn how to make discoveries and connections. Young people will be able to learn: (1) to make and value discoveries—to see options by expanding the way they view the world and their choices; (2) how to make connections; and (3) to apply what they have learned.

If, for example, acting out serves the 9-year-old by keeping the child from becoming overwhelmed by sadness or depression, this may be perceived as beneficial by the child. The 9-year-old may feel he or she has no other choices. But, by the time the child is 12 he or she may be finding out acting out is not serving him or her well; that he or she is getting into too much trouble.

This program is designed to help the child discover other possibilities; to begin to think of options and choices she or he might make that are more appropriate for coping and growing. This program does not provide detailed information on decision-making or problem-solving steps (because there are many excellent curricula and programs that already do this). It focuses more specifically on "a different angle;" a new perspective; a re-framing. The program also is designed to help the child make connections—connections between her or his attitudes and behavior; connections between her or his problems and the influences in her or his community; connections that allow the child to get support and elicit positive responses; and connections that encourage the child to seek help as appropriate.

Some of you who are implementing this program may remember the coping strategies that helped you survive a painful experience or environment. You may be able to laugh at a unique way in which you overcame a barrier or at a blunder you made when trying to deal with a problem. You also may have sad memories because when you look back you realize that you did not always learn new skills when the old ways no longer worked. This program may offer you the opportunity for reflection and for making new discoveries and connections. It has for us!

CHILDREN OF ALCOHOLICS

THE PROBLEM

Whether you use this program in a classroom or a community setting, it is important to know the scope of the problem posed by alcoholism in the family.

Today, children are beginning to drink at earlier ages than ever before. These materials are designed to help you address this issue for all children. However, it is important to recognize that alcoholism tends to run in families, and children of alcoholics (COAs) are at greater risk to develop alcohol-dependence problems than other segments of the population.

According to recent estimates, 10.5 million Americans exhibit some symptoms of alcoholism or alcohol dependence. An additional 7.2 million are high-risk drinkers, but do not yet show symptoms of physical dependence.

There are an estimated 28.6 million children of alcoholics in the United States. Of this group, nearly 7 million are under 18 years of age. Almost 3 million of these children will develop alcohol and other drug problems and/or serious coping problems in their own lives. Since alcoholism knows no socioeconomic, ethnic, or religious boundaries, COAs can be found at all levels of American society.

Living with an alcoholic parent or guardian often is emotionally stressful. Normal family rituals can be disrupted and often suspended. Parents or caretakers may provide inconsistent supervision and discipline, and family violence is often more likely. Yet, children of alcoholics may try to pretend that nothing is wrong and attempt to hide the facts of their family life. However behind that mask, many of these children often feel lonely, sad, disoriented, ignored, angry, and ashamed. In their efforts to cope, these children may become apathetic and withdrawn because they feel powerless. They may assume an "I can take anything" attitude as a defense against their hurt, confusion, and helplessness; or they may act out their frustration with antisocial behavior.

While most children learn that home is a safe place where their individuality is respected, where they are loved and nurtured, COAs often learn that home is governed by a different set of realities and expectations. Some learn to expect little or no positive emotional support within their unhealthy home environment. Many learn that the most important family rule is to keep the "family secret" with little thought for the development and expression of other feelings. As a result, these children often learn to hide their feelings, to deny emotions, and to suppress expressions of happiness or sadness. For many of these children, taking care of others' needs is paramount. They learn to be responsible for tasks such as cooking, caring for siblings, shopping, or cleaning house. Children of alcoholic parents may grow up feeling that they don't count, that they are not important, and that nobody cares about them and their needs.

Children raised in alcoholic families are likely to have different life experiences from children raised in non-alcoholic families.

To survive in these circumstances, children raised in alcoholic families often develop certain attitudes and behaviors that are normal responses to situations of high chronic stress: isolation, denial, being overly responsible or irresponsible, mistrustful, acting belligerently or constantly placating, being afraid of authority figures, and trying to manipulate people. These adaptive responses help them survive their impaired family system. However, these same defensive behaviors may hinder their development and prevent them from living healthy, productive lives outside the system of their alcoholic families. Ultimately, COAs must transform these responses into the healthy attitudes and positive perspectives that we term *resilience*.

The resilient child has healthy expectancies and a positive outlook, has self-esteem, self-discipline, and has developed critical thinking and problem-solving skills.

Resilience is a positive adjustment in the face of life stress. It is the ability to "bounce back" and recover one's strength and good humor despite stressful situations. Some children develop it naturally as a result of personality traits and positive experiences with adults. This is why some at-risk children do not become abusers of alcohol or other drugs. Resilience can be fostered, however, in many children who have not developed it on their own. They can be helped, directly or indirectly, by people such as you.

The child of an alcoholic *can* be helped whether or not the alcoholic gets treatment.

This program can help you to open the door to these children. They may walk through shyly and with hesitation—but when they do, you can connect with them. Welcome them by understanding their needs and responding to them in ways that increase their self-esteem, give them hope, and confirm their sense of control over their own lives. Here are some ways in which you can do this.

- Tell the child that he or she did not cause alcoholism and cannot cure or control it, but can learn to cope with it.
- Understand that COAs often build up defenses against feelings of pain, shame, guilt, or loneliness. You may help by just accepting them for who they are.
- For community members, do something with the young person on a regular basis, even if it's only once or twice a year. Consistency, ritual, and knowing that adults can be counted on is important for these children.
- Get them involved in something about which they feel good, such as caring for a pet, playing a sport, or having a hobby. Go slowly, but keep trying.
- Let them know that they are wonderful and special. Again, go slowly, but tell them often.
- Help them see beyond their present circumstances to understand that life is really worth living even though there are times and situations that may be very painful.
- Help them understand that it is OK to ask for help; that asking for and getting help is a sign of strength.

Helping a COA does not require special training or skills. Simple acts of kindness and compassion can make a big difference in the lives of these children. YOU will be helping just by "being there" to listen, to share normal interests and activities, to talk about feelings, and to accept the child for who he or she is.

PROGRAM GOALS

1. The first goal of this program is to protect youth from using alcohol and other drugs; particularly children of alcoholics who are at a higher risk for alcoholism.
2. The second goal is to integrate children of alcoholics with their classmates, peers, and friends in a program whose primary goal is to promote resiliency in all children, thereby helping children of alcoholics without singling them out. What is *resiliency?* One dictionary defines it as "springing back; rebounding; recovering readily after being bent out of shape; buoyancy." The resiliency that this program seeks to foster is all of these things. However, building resiliency also is intended to help children protect themselves against and forestall negative influences, thereby arming them with defenses against becoming "bent out of shape" in the first place.
3. It also is a goal of this program to foster a sense of connection and connectedness among children who lack a sense of belonging. According to the latest research, being connected and bonded to caring adults, school, and other prosocial activities protects children and youth from becoming involved with alcohol and other drugs.
4. The program will foster children's creative self-expression and personal confidence. The components of this program are age-appropriate, deal with topics that children can understand and identify with comfortably, and are multicultural in intent and design. Some materials deal specifically with the special and unique problems and problem-solving skills of African American, Hispanic American, and American Indian children of alcoholics. However, children from all cultures can profit from the message of this program—STAY SMART! DON'T START! using alcohol or other drugs—and from the positive coping strategies demonstrated in each component.

The goal of the components is also to help build awareness in children

- about the disease of alcoholism.
- of the fact that alcoholism tends to run in families.
- of the major-risk factors for children of alcoholics and their families, communities, and cultures.
- of strategies to help develop positive attitudes and behaviors.

At the same time, these components will help children

- recognize that a parent's alcoholism is not caused, and cannot be cured or controlled by them, but can be coped with in a way that is healthy for the child.
- develop positive coping strategies.
- build competencies.
- increase self-esteem.
- develop empathy and the ability to elicit positive responses from others.
- identify external pressure to engage in behaviors that are harmful or destructive and to effectively combat such pressures.
- develop effective problem-solving skills.

Our goal is that these materials help you affirm for each child that he or she is special, unique, important, and valuable.

SUGGESTIONS FOR INVOLVING PARENTS WITH THE PROGRAM

Whether you plan to use these materials in a school or community-based program, it is important that parents know that this program is being implemented and that its focus is on creating a safe and healthy environment in which children can learn and grow. Parents will need to be reassured that teachers and community-group leaders using this program are concerned with the children and not with the lifestyles of the parents. To promote this message:

- Inform parents that this program is being offered as part of the school or community-group's ongoing commitment to the health and well-being of children entrusted to their care. This information can be disseminated during PTA meetings, as part of community workshops on child-rearing skills, in libraries, through the local media, or as a special mailing to parents.

- Stress that the program is designed for all children and that its purpose is prevention and not active intervention. Parents must perceive this program as an effort to educate their children, not as an excuse to interfere or pry into their family lives.

We must not put families at risk by:

- **Telling them there is something morally wrong with them or the alcoholic.**
- **Telling them to confront the alcoholic, which may bring about serious conflict.**

- Welcome parental involvement at all levels to assure them that the activities and goals of the program are not a secret that is shared between children and teachers or community group leaders. Encourage parents to see what their children are learning by inviting them to visit the classroom or community workshops when the components of this program are being used.

- Offer parents the opportunity to learn as much as possible about alcohol and other drugs by providing them with information about chemical dependency and its effect on the family, the community, and the classroom. This can be done by recruiting volunteers from various social-service agencies to speak about these issues at community or PTA meetings.

- Invite and encourage parent participation in fund-raising activities at schools, places of worship, recreation centers, and shopping centers. Funds may be used for the purchase of films, videos, written materials, and books whose purpose is to offer children positive reinforcement about the value and benefits of a drug- and alcohol-free life.
- Encourage parents to recognize this program as a positive tool to help their children have the courage to Stay Smart! Don't Start! (alcohol and other drugs).

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HOW YOU CAN HELP— TIPS FOR GROUP LEADERS AND TEACHERS

Whether you plan to use this program and activities in a community or school setting, it is crucial to create an environment of support and trust. Many of the ideas conveyed by these components will be new to children—some may even be difficult for them to consider. You can help children see that new ideas can be exciting and may even be fun. You can also help them respond honestly to the feelings evoked by the materials by letting them see that you respect and value each child for the individual that he or she is. These tips will help you:

DO

- create a safe environment, free of inappropriate judgment and stress.
- remain sensitive to cultural diversity among children.
- respect and validate each child's feelings and expectations.
- encourage flexible and creative thinking by welcoming open communication and a variety of ideas.
- maintain positive and reasonably high expectations for children's behavior and performance.
- provide constructive feedback that includes substantive and believable praise.

RECOGNIZE YOUR LIMITS

You cannot change the family situation of any child.

You cannot rescue the child from the family situation.

DON'T

- single out COAs from other children.
- force children to participate if they don't want to.
- be judgmental or invade family privacy.

As a teacher, counselor, principal, coach, or community leader, you consciously or unconsciously send messages to children about who they are, how they are valued, and what they can expect from the world they live in. You can transmit the message to each and every child in your group that he or she is special, unique, important, and valuable. This program can help you communicate this to children who may seldom receive this message from anyone else.

AN OVERVIEW OF THE COMPONENTS

This program is built around a multicultural kit of materials designed to assist schools and communities to reach out to children between the ages of 10 - 15 and provide them with challenging materials to help them live healthy, productive, and drug-free lives. Components include:

Activity Worksheets A set of 24 activity sheets, unbound in a folder, to make local duplication easy, for youth in small groups or classes. The activities promote resiliency by introducing creativity, positive thinking, group participation, brainstorming, problem solving, role playing, games, drawing, and writing exercises.

Activities Leader's Guide An accompanying set of plans, suggestions, and topic review to help group leaders and teachers plan and guide the activities.

"Growing Up Isn't Easy" A VHS videocassette teaches basic facts about alcohol, alcoholism, and what the risks are for children from alcoholic families. The young people shown demonstrate better ways to cope with problems in their lives as they come to understand that there are problems affecting them which they did not cause, cannot control, and cannot cure.

"Life is Belonging" A full-color American Indian booklet which builds on the tradition of story telling and accompanying audio-cassette tape, drawing on sources of resiliency common to Native American cultures: a sense of community; the importance of ritual; the special value of children to the community; membership in the "tribe;" access to caring adults. All children can find similar sources of strength in their own environments. Both the booklet and the cassette are suitable for group use, or can be experienced privately. Children may wish to borrow these to share with their families.

"Marta's Choice" English-language and Spanish-language versions of this black-and-white photo-illustrated story are bound back to back. The **Kit** includes 10 copies; the book's black-and-white design and size make local copying possible so that several children may have their own copies to use. Readers are offered different plot choices at several points in this story about an Hispanic American girl with an alcoholic parent. Cultural pride, the strengths of extended families, and the value of the community are all stressed.

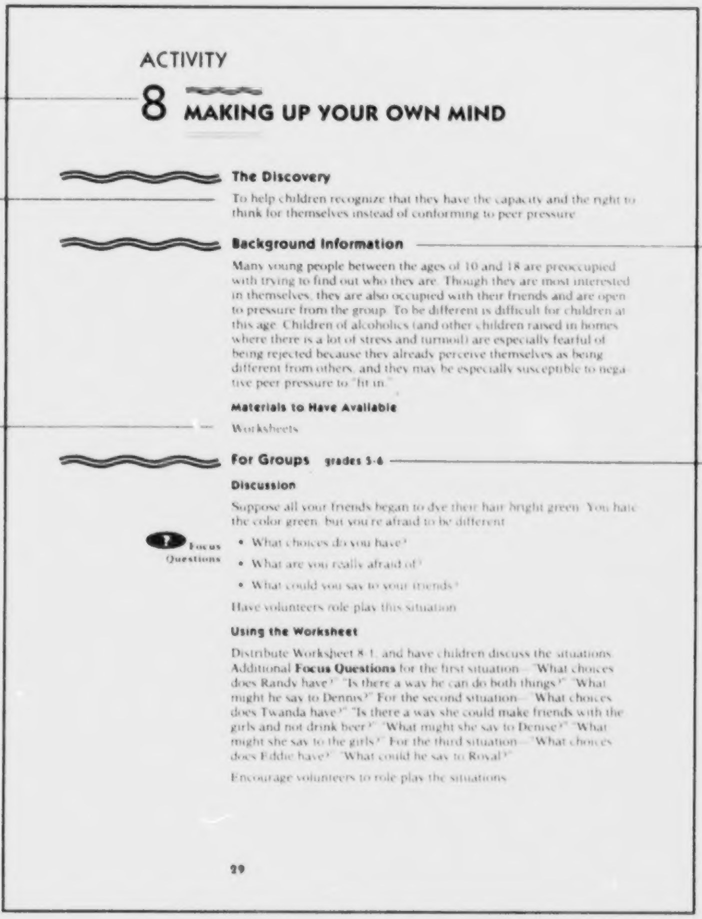
"Michael's Journey" Two boys, from two different African American families with alcoholism, demonstrate contrasting responses to their situation. Michael is the "overly responsible," "people-pleaser." His classmate, Bruce, is an "acting out," and already-drinking COA. A classroom discussion of creativity introduces important new ways of problem-solving for Michael's and Bruce's situation, while the story also emphasizes the mentoring process, community strengths, the extended family, and family acknowledgement of alcoholism as possible protections for children.

Poster Guides The facing sides of both posters have strong, visual support for messages in **The Connections Kit**. The reverse sides contain standard office copier size panels of important information, easily reproduced for group distribution.

"Making the Discovery: A Program Guide" Comprehensive suggestions on how to achieve the best results from using **The Connections Kit** in your community. Besides useful guidelines for each of the products in the **Kit,** this Guide also offers many additional resources for help and information about children of alcoholics and related subjects.

HOW TO USE THE LEADER'S GUIDE TO THE ACTIVITY BOOKS

The Leader's Guide contains activity-by-activity plans designed to utilize the Activity Worksheets that accompany this guide. Each Activity Worksheet has a two-page activity plan for use by group leaders. After reading, accompanying worksheets may be distributed.



Activity number and title

The objective or goal of the activity

Materials to have available ahead of time

Useful information to help you understand the purpose and rationale of the activity

Group activity for younger children

ACTIVITY

8 MAKING UP YOUR OWN MIND

The Discovery

To help children recognize that they have the capacity and the right to think for themselves instead of conforming to peer pressure.

Background Information

Many young people between the ages of 10 and 18 are preoccupied with trying to find out who they are. Though they are most interested in themselves, they are also occupied with their friends and are open to pressure from the group. To be different is difficult for children at this age. Children of alcoholics (and other children raised in homes where there is a lot of stress and turmoil) are especially fearful of being rejected because they already perceive themselves as being different from others, and they may be especially susceptible to negative peer pressure to "fit in."

Materials to Have Available

Worksheets

For Groups grades 5-6

Discussion

Suppose all your friends began to dye their hair bright green. You hate the color green, but you're afraid to be different.

Focus Questions

- What choices do you have?
- What are you really afraid of?
- What could you say to your friends?

Have volunteers role play this situation.

Using the Worksheet

Distribute Worksheet 8-1, and have children discuss the situations. Additional **Focus Questions** for the first situation—"What choices does Randy have?" "Is there a way he can do both things?" "What might he say to Dennis?" For the second situation—"What choices does Twanda have?" "Is there a way she could make friends with the girls and not drink beer?" "What might she say to Denise?" "What might she say to the girls?" For the third situation—"What choices does Eddie have?" "What could he say to Royal?"

Encourage volunteers to role play the situations.

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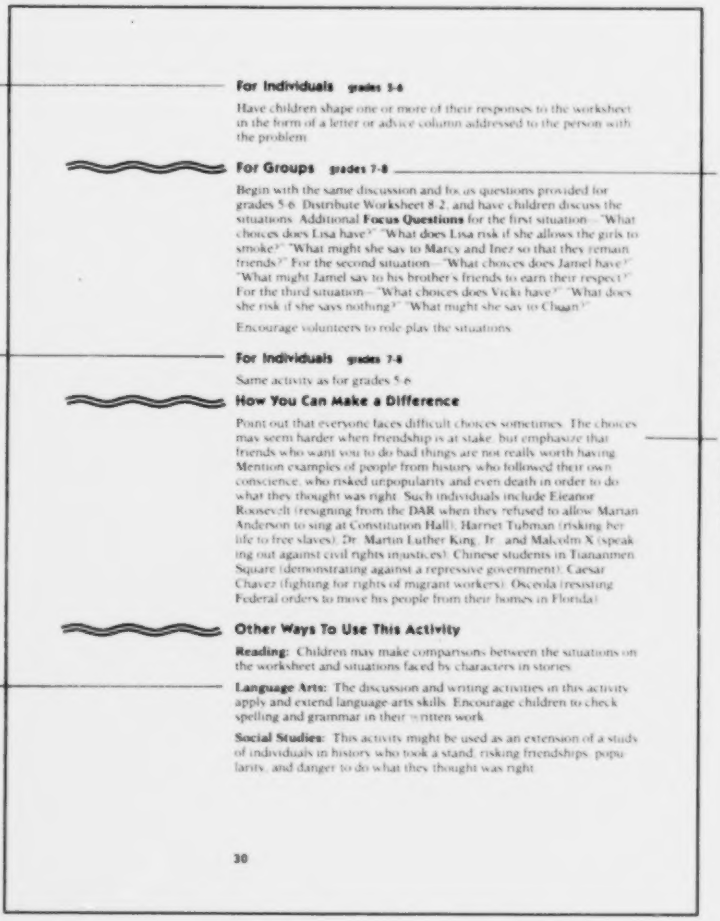

For Individuals grades 5-6

Have children shape one or more of their responses to the worksheet in the form of a letter or advice column addressed to the person with the problem.

For Groups grades 7-8

Begin with the same discussion and focus questions provided for grades 5-6. Distribute Worksheet 8-2, and have children discuss the situations. Additional **Focus Questions** for the first situation—"What choices does Lisa have?" "What does Lisa risk if she allows the girls to smoke?" "What might she say to Marcy and Inez so that they remain friends?" For the second situation—"What choices does Jamel have?" "What might Jamel say to his brother's friends to earn their respect?" For the third situation—"What choices does Vicki have?" "What does she risk if she says nothing?" "What might she say to Chuan?"

Encourage volunteers to role-play the situations.

For Individuals grades 7-8

Same activity as for grades 5-6.

How You Can Make a Difference

Point out that everyone faces difficult choices sometimes. The choices may seem harder when friendship is at stake, but emphasize that friends who want you to do bad things are not really worth having. Mention examples of people from history who followed their own conscience, who risked unpopularity and even death in order to do what they thought was right. Such individuals include Eleanor Roosevelt (resigning from the DAR when they refused to allow Marian Anderson to sing at Constitution Hall), Harriet Tubman (risking her life to free slaves), Dr. Martin Luther King, Jr., and Malcolm X (speaking out against civil rights injustices), Chinese students in Tiananmen Square (demonstrating against a repressive government), Caesar Chavez (fighting for rights of migrant workers), Osceola (resisting Federal orders to move his people from their homes in Florida).

Other Ways To Use This Activity

Reading: Children may make comparisons between the situations on the worksheet and situations faced by characters in stories.

Language Arts: The discussion and writing activities in this activity apply and extend language-arts skills. Encourage children to check spelling and grammar in their written work.

Social Studies: This activity might be used as an extension of a study of individuals in history who took a stand, risking friendships, popularity, and danger to do what they thought was right.

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Activity for individual younger children

Activity for individual older children

Hints for encouraging children to incorporate the activity into other areas

Group activity for older children (Sometimes, the same activity is appropriate for younger and older children alike—the grade levels are indicated on sheet, e.g., 5-6, 7-8, or 5-8.)

Guidance for helping children get the maximum benefit from the activity

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HOW TO USE THE ACTIVITY WORKSHEETS

Materials Needed To Use the Worksheets: a ditto or photocopying machine and the *Leader's Guide*.

The Activity Worksheets provide a rich variety of activities designed to build resiliency. Depending upon the time you have set aside for these activities, your group setting, and the abilities of the children in your group, you may choose to use the worksheets mainly for discussion—or you may choose to have children write their responses.

Separate worksheets have been designed for grades 5-6 and for grades 7-8. However, some of the worksheets are appropriate for children of both age groups because children will be discussing or recording their own experiences. In these cases, you will find one worksheet provided for grades 5-8.

Each worksheet is labeled with the grade levels with which it is to be used.

HOW TO USE "GROWING UP ISN'T EASY"

Materials: VHS monitor and deck
Running time: 12 minutes
Objective: to offer positive coping strategies for youth who are experiencing crises in their families

Background

Early adolescence is a period of transition between childhood and adulthood. It is often a time of confusion and uncomfortable change. During this time, children are trying to find acceptance among their peers and establish their own identities. These children are often vulnerable to pressures to try alcohol and other drugs as a way to gain acceptance, mask problems, and feel grown up. Most of these children do not have the information needed to make a positive choice away from alcohol and other drugs. Many do not even perceive alcohol as a drug that can cause damage to their bodies and their aspirations.

Children of alcoholic parents may not be aware that alcoholism is a disease or that it tends to run in families. "Growing Up Isn't Easy" provides this information as well as offers the viewers an example of the fact that help is available through organizations such as Alateen and Student Assistant Programs.

"Growing Up Isn't Easy" acknowledges the difficulties faced by all adolescents. It tells them that they are not alone, and provides examples of other children facing the difficulties of growing up. This filmstrip does not try to frighten children about the dangers of alcohol and other drugs, but it does give them the facts. Most importantly, "Growing Up Isn't Easy" offers positive coping strategies for all children. To the child of an alcoholic parent, it stresses the message:

> *You did not cause the alcoholism in your family; you can't cure or control it; but there are ways that you can learn to cope with your situation and develop into a healthy, happy, and productive human being.*

Before Viewing "Growing Up Isn't Easy"

- Discuss the meaning of the word "cope." Help the group understand that coping means to find ways to deal with things that cannot be changed.
- Invite group members to discuss how they cope with situations that make them unhappy even though there is nothing that they can do to change the situation.

After the discussion is concluded, tell group members that "Growing Up Isn't Easy" is about some young people who learn to cope with situations that they cannot change.

After Viewing "Growing Up Isn't Easy"

Questions for discussion:

- How could you help Keisha if she asked for your help?
- How might Rich make new friends?
- How can friends help each other through difficult times?
- What have you learned about alcohol and other drugs from watching "Growing Up Isn't Easy"?
- What strategies might you use to make a tough time easier to get through?
- How might you find out about places in your community where a young person can go for help?

Follow Up Activities

- Have youth discuss how belonging to a group like Alateen will help Keisha learn to cope with her situation.
- If you had a friend who seemed unhappy, but never said anything about it, how would you let that friend know that help was out there for them? Work with a partner to act-out just such a situation. Decide which parts you will each play and have a dialogue. Later, you can switch roles and see if you can come up with other ways to approach the situation.

HOW TO USE "LIFE IS BELONGING"

Materials: audiotape and tape player
Objective: to offer youth experience in the positive values of community, ritual and group membership as a strong protective and caring influence in their lives

Background

"Life is Belonging" fosters a sense of cultural pride among American Indian youth, while at the same time offering information about the increased risk of alcoholism among this highly vulnerable group of young people. It also reinforces the message that children living with alcoholic parents cannot cure or control their parents' alcoholism, that these children did not cause the problem but can learn how to cope with their own problems. Bicultural individuals who have a solid history and understanding of Native American traditions, as well as good strategies within mainstream America, are featured as positive role models. The celebration of and participation in American Indian rituals are strong features of "Life is Belonging," since this has been found to be a strong protective influence in American Indian communities.

"Life is Belonging" draws on five resiliency factors common to Native American culture regardless of tribal affiliation: a sense of community, the importance of ritual, the knowledge that children are special, membership in the tribe, and access to caring adults. The book is designed as a family album and provides a solid visual connection to these five factors. Its message is one of belonging to the earth, to the tribe, and to friends as part of the great circle of life. An audiotape supports these messages.

Before Reading "Life is Belonging"

- Discuss the value of shared rituals. Help youth understand that sharing rituals with both young and old members of a community helps to bring people together and is a way of internalizing the strength and positive values of the community so that they are always with you.
- Ask youth to share any rituals or ceremonies that are part of their community or family. Discuss how these rituals provide a connection to everyone in the community.

After Reading "Life is Belonging"

Questions for discussion:

- What does the expression "Life is Belonging" mean to you?
- Why is a circle a good symbol for life?
- Talk to Mother Earth. What will you tell her? What will you ask?
- When you are an "old one," what will you want to teach the young ones?

Follow Up Activities

- Have youth discuss how belonging to the earth, the tribe, and to caring friends can help them to cope with unhappy situations that they cannot control.
- Pretend that you are an "old one" and a young member of the tribe comes to you feeling great sadness because he or she is not able to control the drinking habits of a family member. What would you tell this young person? Think about your answer and then share it with the group.

HOW TO USE "MARTA'S CHOICE"

Objective: to offer youth positive examples that reinforce the importance of extended family and friends, personal community, and cultural pride as a protective resource

Background

Alcoholism, especially among men, is strongly denied in the Hispanic American community. Most Hispanics agree with the statement that there "is nothing good to be said about drinking." However, a significant minority in this community also agree that "getting drunk is an innocent way to have fun." Normative behavior of this group includes heavy drinking among the men, especially on weekends. This often is linked to family violence and excessive levels of stress on families who already experience high levels of economic stress.

"Marta's Choice" is a story about a young Hispanic American girl living with an alcoholic father. Marta must make choices with regard to getting help for herself as a result of her father's alcoholism. She must also deal with her feelings of despair caused by the alcohol-impaired-driving crash that kills a family friend. The story allows the reader to make his or her own choices. This format may be challenging for some children. There are several options in terms of how to use the book.

1. You can read the story out loud with one ending at a time.
2. You can have children read the story and one choice at a time, and then discuss it.
3. You can have them read the story and two choices, and then discuss and compare them.
4. You can have them read the story straight through and then choose the ending they like best.

This active involvement in the story line fosters creativity and increases the focus of control and hopefulness. "Marta's Choice" emphasizes the importance of extended family and friends, a sense of personal community, and cultural pride. At the same time, it helps children to recognize that alcohol is a drug and alcoholism is a treatable disease.

Before Reading "Marta's Choice"

- Discuss the concept of choice. Help youth to understand that they have the power to make choices about the direction that their life takes.
- Ask youth to discuss the factors that they take into account when they make choices in their everyday lives. For example, do they think about all of the alternatives; do they seek advice from family, friends, or community leaders; do they realize that choices are available?

After the discussion is concluded, tell group members that "Marta's Choice" is about a young woman who learns to make positive choices about an unhappy family situation. Explain the format of "Marta's Choice," and tell youth that they will have an opportunity to make choices as they read the story.

After Reading "Marta's Choice"

Questions for discussion:

- What have you learned about alcoholism that you did not know before? What surprised you the most? Why?
- How is being able to make choices about the plot of the story like making choices in your own life?
- How did Marta find ways to make her own life fulfilling regardless of her father's alcoholism?
- Marta had many choices in this story. What choices would you have if you ever had a problem like Marta's?

Follow Up Activities

- Have the group discuss how talking about feelings and problems with other family and community members helped Marta to make positive choices about her situation.
- What would you do to help a friend recognize that he or she was not powerless over situations but had choices? How might you help your friend to recognize the choices available to him or her?

HOW TO USE "MICHAEL'S JOURNEY"

Materials: VHS monitor and deck
Running Time: 30 minutes
Objective: to help youth recognize the importance of bonding and the need for trust while offering insight into the far-reaching effects of family alcoholism

Background

"Michael's Journey" focuses on alcohol problems within the African American community. It describes two unique coping styles among African American children living with alcoholic parents or guardians: the "people pleasing," overly responsible behavior and the "acting-out" antisocial behavior. The video emphasizes that help is available through extended family, community "helpers" such as a teacher, and more indirectly from one's own peers. It exemplifies the value of creative self-expression as a route to self-esteem.

This videotape has as its focus family alcohol problems as they affect youth. It follows two African American boys who exemplify different coping styles of children of alcoholics. Michael "people pleases" and is overly responsible. People pleasers know what is important to others but do not know what is important for themselves and therefore develop little self-esteem. Their emotional and social skills remain undeveloped or under-developed. Bruce "acts out" through antisocial behaviors. He exhibits false bravado, a tough exterior, and "I don't care" attitudes. Michael and Bruce have found different ways to cope with their problems and feelings about alcoholism in their families. The video demonstrates that support is available to both boys through the network (community) of friends, helping adults such as the teacher and shopkeeper, and more indirectly from one's peers. The video does not offer pat answers. The goal is to help young people realize the importance of bonding, the need for trust, and to provide insight into the far-reaching effects of family alcoholism (through the interviews with adult children of alcoholics). It confirms that a child can express love for an alcoholic parent and that parents do love children even when the household is affected by parental alcoholism.

Before Viewing "Michael's Journey"

- Discuss different coping techniques such as "people pleasing" and acting-out in antisocial ways. Help youth to understand that although such behaviors might help a person cope with difficult situations, these behaviors are ultimately harmful and that better coping methods are available.
- Ask youth to share ways that they cope with difficult situations and still maintain their self-esteem and pride.

After the discussion is concluded, tell group members that "Michael's Journey" is about two young men with similar problems who find different ways to live with their situations. Challenge the group to recognize the common situation and the different strategies and solution each young man chooses.

After Viewing "Michael's Journey"

Questions for discussion:

- How are Michael and Bruce the same? How are they different? How do you know they are good friends?
- Who else in the videotape could help Michael and Bruce? How did they show their concern? Did they do all they could do to help the boys? How did the boys respond to these people? What will Michael or Bruce have to do to receive help from these people? Are there other people who could help them? How could they help each other?
- If you knew Bruce or Michael, how could you help them?
- Did Michael go to the Discovery Club? Why or why not? Did Bruce go to the Discovery Club? Why or why not?
- Why is the videotape entitled "Michael's Journey"? What makes this a journey?

Follow Up Activities

- Have youth discuss what they consider the most important message of "Michael's Journey." Ask them how they might use this message when they are confronted with problems in their own lives or in helping a friend to deal with a difficult problem or situation.
- Make a list of the people and places in your community where young people can go for help if someone in their family drinks.

HOW TO USE THE POSTER GUIDES

Materials: overhead projector (optional); photocopying machine

The Poster Guides have been designed to promote interest, provide information, offer positive activities, and to encourage children to develop positive attitudes and behaviors. Each guide has an illustrated message on the front. The back contains four panels each of which focuses on a different aspect of the theme of the poster. You may wish to display each of these panels via an overhead projector, or you may choose to photocopy and distribute them.

Community Poster Guides in THE CONNECTIONS KIT

"Growing Up Isn't Easy" suggests that "it helps to talk" to people you trust about your problems.

"Make the Positive Connection" reinforces the theme of "You didn't cause your parents' alcoholism, you can't cure it, and you can't control it. But you can learn to cope with it in ways that will be healthy for you!"

Follow Up Activities

- Have youth design their own posters based on the themes.
- Have youth discuss or write about the poster themes.

SOURCES OF HELP AND INFORMATION

MATERIALS FOR PARENTS, TEACHERS AND OTHER HELPING PROFESSIONALS

Adolescence-A Tough Time for Indian Youth—What Can We Do?
Native American Development Corporation, 1000 Connecticut Avenue, NW Suite #1206 Washington, DC 20036 (202)296-0685. Single copy free.

Alcohol and Drug Abuse in Black America: A Guide for Community Action
Institute on Black Chemical Abuse 2616 Nicollet Avenue, South Minneapolis, MN 55408 (612)871-7878. $2.00.

Alcohol and Hispanics: Update.
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Ayundando a Sus Alumnos a Decirle Que No. (Helping Your Students Say No.)
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Ayundando a Sus Hijos a Decirle Que No. (Helping Your Child Say No.)
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

"Be Smart! Stay Smart! Don't Start!" Program Information
National Clearinghouse for Alcohol and Drug Information, P. O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Black Children of Alcoholic and Drug-Addicted Parents and a Model for Working with These Children
National Black Alcoholism Council, Inc., 1629 K Street, NW, Suite 802, Washington, DC 20006, (202)296-2696. Please call for further information and cost.

Black Parenting: Strategies for Training
Center for the Improvement of Child Caring, 11221 Ventura Boulevard, Suite 103, Studio City, CA 91604, (818)980-0903. $19.95.

Blue Bay: A Tribal Approach to Fighting Alcohol and Drug Abuse.
Arrow/ Native American Development, 1000 Connecticut Ave., N.W., #1206, Washington, D.C. 20036, (202)296-0685. Single copy free.

Broken Bottles, Broken Dreams: Understanding and Helping the Children of Alcoholics
Teachers College Press, P.O. Box 2032, Colchester, VT 05449 1(800)445-6638. $16.95, $2.50 S/H

Children of Alcoholics
Channing L. Bete Co., Inc. 200 State Road South Deerfield, MA 01373 413-665-7611 or 1-800-628-7733. Price will vary according to quantity ordered. Call for current prices.

Children of Alcoholics: A Guidebook for educators, therapists and parents.
Simon and Schuster, 200 Old Tappan Road, Old Tappan, NJ 07675, Attn: Mail Order Dept. (201)767-5937. $7.95

Children of Alcoholics Kits
National Clearinghouse for Alcohol and Drug Information, P. O. Box 2345, Rockville, MD 20847; 1-800-729-6686. Free

Children of Alcoholics: Meeting the Needs of Young COAs in the School Setting
Copyrighted: The National Association for Children of Alcoholics (NaCOA) 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852. $5.00

Creciendo Libre de Drogas: Manual de Prevención para Los Padres. (Growing Up Drug Free: A Parents Guide to Prevention)
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Ecology of Alcohol and Other Drugs Use: Helping Black High-Risk Youth. OSAP Prevention Monograph 7
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD. 20847, 1 800 729-6686. Free.

The Fact Is...Alcohol and Other Drug Problems Are a Major Concern in Native American Communities.
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...Alcohol and Other Drug Use Is a Concern for African American Families and Communities
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...Alcoholism Tends to Run in Families
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...Hispanic Parents Can Help Their Children Avoid Alcohol and Other Drugs.
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...Reaching Hispanic/Latino Audiences Requires Cultural Sensitivity
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...There Are Specialized Mutual Help Groups for Those With Alcohol and Drug Problems.
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...You Can Form a Student Assistance Program
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...You Can Prevent Alcohol and Other Drug Problems Among Elementary School Children
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...You Can Prevent Alcohol and Other Drug Use Among Junior and Senior High School Students.
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Growing Up in the Shadow
Health Communications, Inc. 3201 SW 15th Street Deerfield Beach, FL 33442 (800)851-9100. $9.95.

Guía Práctica: 10 Pasos Que Ayudarán a Sus Hijos a Decirle (Quick List: 10 Steps to Helping Your Child Say "No".)
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Guide for the Family of the Alcoholic
(Guía para la familia del alcoholica)
Al-Anon Family Group Headquarters P.O. Box 862 Midtown Station New York, NY 10018-0862 (800)356-9996. $.30

Hispanic Young Adolescents: Developing
After School Programs and Parent Training
The National Coalition of Hispanic Health and Human Services Organizations, 1030 15th St. NW, 10th Floor, Washington, DC 20005 (202)371-2100. $11.00.

If a Child From an Alcoholic Home Comes to You
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

It's Elementary. Meeting the Needs of High-Risk Youth in the School Setting
The National Association for Children of Alcoholics (NaCOA) 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852. $3.00.

It Will Never Happen To Me!
MAC Publishing, 5005 East 39th Avenue Denver CO 80207 (303) 331-0148. $8.95 soft cover, $12.95 hard cover

Marketing Booze to Blacks
Center for Science in the Public Interest 1875 Connecticut Ave. #300, Washington DC 20009, (202)332-9110. $4.95.

The National Association for Children of Alcoholics Resource Guide 1990 Edition
The National Association for Children of Alcoholics (NaCOA) 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852. $2.95.

Marketing Disease to Hispanics
Center for Science in the Public Interest, 1875 Connecticut Ave., NW, #300, Washington DC 20009, (202)332-9110. $6.95.

The Middle School Series: Alcohol
Wisconsin Clearinghouse, University of Wisconsin-Madison, P.O. Box 1468, Madison, WI 53701-1468 1-800-322-1468. $10.00-$240.00 Depending on quantity ordered.

Not My Family: Sharing the Truth about Alcoholism
MacMillan, Inc. Order Department 100 Front Street Box 500 Riverside, NJ 08075-7500 1-800-562-1272. $12.95.

Pass the Word
Arrow/ Native American Development, 1000 Connecticut Ave., N.W., #1206, Washington, D.C. 20036, (202)296-0685. Single copy free.

Positive Self-Esteem Can Protect Native American Youth-How Can We Help?
Native American Development Corporation 1000 Connecticut Avenue, NW Suite #1206 Washington, DC 20036. Single copy free while supplies last.

Protecting Youth from Alcohol and Substance Abuse. What Can We Do?
Arrow/Native American Development, 1000 Connecticut Ave., N.W., #1206, Washington, D.C. 20036, (202)296-0685. Single copy free.

Recovery Resource Guide, 4th Edition
Health Communications, Inc. 3201 SW 15th Street Deerfield Beach, FL 33442 (800)851-9100. $6.95.

Strong Tribal Identity Can Protect Native American Youth
Arrow/ Native American Development, 1000 Connecticut Ave., N.W., #1206, Washington, D.C. 20036, (202)296-0685. Single copy free.

Substance Abuse Among Hispanic Americans
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Talking to Your Child About Alcohol: A Step-by-Step Guide for Parents and Other Caring Grownups
The National Council on Alcoholism and Drug Dependence, Inc. 12 West 21st Street, New York, NY 10010, (212) 206-6770. $.50.

Youth and the Alcoholic Parent
(La Juventud y los padres alcohlicos)
Al-Anon Family Groups, P.O. Box 862 Midtown Station, New York, NY 10018-0862 1-800-356-9996. $.50 Available in bulk quantities.

CURRICULUM AND WORKBOOKS

Activity Guide - Help for Young Children of Alcoholics
Feelings Factory 508 St. Mary's Street, Raleigh, NC 27605 (919)828-2264. Activity Guide $12.00 Dolls: $72.00 ea., $70.00 pair (with manual) Puppets 4/$36.

An Elephant in the Living Room
CompCare Publishers 2415 Annapolis Lane Minneapolis, MN 55441, 612-559-4800. Children's Workbook: $6.00 Leader's Guide: $7.95

Beginning Alcohol and Addiction Basic Education Studies
National Council on Alcoholism-Greater Detroit Area 17330 National Park Court Southfield, MI 48075 1-800-54-BABES 313-963-0581. $350.00 ea. Kit note: Basic Three-Day training course required $200.00

Being Free: Prevention Curriculum for
American Indian Youth
Linda Ryder, Minnesota Prevention Resource Center, 2829 Verndale Avenue Anoka, MN 55303 (612)427-5310. $9.00.

Cherish the Children
Sue Bowstring, 2300 15th South, Indian Women's Resource Center, South Minneapolis, MN 55404 (612)872-8211. $95.00.

Children Are People-Chemical Abuse Prevention
Children Are People, Inc. 420 Summit Avenue, Suite 28, St. Paul, MN 55102 (612)227-4031. Call for current price.

For Square Pegs Only
Avalon Carver Substance Abuse Programs 4920 South Avalon Blvd. Los Angeles, CA 90011 (213)232-4391. Curriculum workbook $20.00 Teacher training available, please call for information.

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The Images Within
Children of Alcoholics Foundation P.O. Box 4185 Grand Central Station New York, NY 10163-4185 212-754-0656. $155.00 (includes shipping). More than 10 units sent to the same address $140.00 each.

Kids are Special
Marco Systems, Inc. 535 Race Street Suite 190 San Jose, CA 95126 408-995-6633. $300.00 (Curriculum training).

KIDS Connection
Rainbow Days Inc. 8300 Douglas #701 Dallas, TX 75225 (214)361-KIDS. $350 per person for training and curriculum. Contact Janet Mitchell.

My Dad Loves Me. My Dad Has a Disease. (Workbook)
MAC Publishing 5005 E. 39th Avenue Denver, CO 80207 (303)331-0148. $8.95.

New Skills Program-Facial Expression Cards, Leader Manual, Mask Cards, and Student Workbook
Youth Guidance Center, 205 Governor Street P.O. Box 3357 Wayland Square Providence, RI 02906-0357 401-831-6020. $99.00.

Our Secret Feelings: Activities for Children of Alcoholics in Support Groups
Learning Publication, Inc. P.O. Box 1338 Holmes Beach, FL 34218 1-800-222-1525. $10.95.

The Sacred Tree
The Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 (403)328-4343. $8.50.

MATERIALS FOR CHILDREN

Alcohol-What It Is. What It Does.
Greenwillow Books 1350 Avenue of the Americas, New York, NY 10019 (212)261-6500. $10.99.

An Elephant in the Living Room: The Children's Book
CompCare Publications, 2415 Annapolis Lane, Suite 140, Minneapolis, MN 55441 (612) 559-4800. $6.00.

Buzzy's Rebound
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Children at Heart
Rainbow Days, Inc., 8300 Douglas #701 Dallas, TX 75225 (214) 361-5437. Cassette is $10.00 and the CD is $12.00.

Different Like Me: A Book for Teens Who Worry About Their Parents' Use of Alcohol/Drugs
Wisconsin Clearinghouse, University of Wisconsin, Madison, Department E1, P.O. Box 1468, Madison, WI 53701-1468 1(800)322-1468. $7.95.

"¡Dile Que No! ¡Piénsalo!." ("Say No! Stay Smart! Don't Start!") (Children's Book)
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

If Your Parents Drink Too Much
Al-Anon Family Group Headquarters, Inc. P.O. Box 862, Midtown Station New York, NY 10018-0862 (212)302-7240. $.30 ea., or 20/$5.00

The Secret Everyone Knows
Hazeldon Foundation P.O. Box 176 Pleasant Valley Road Center City, MN 55012-0176 1(800)328-9000. $1.95.

What Kids Should Know About Parents and Drinking
Channing L. Bete Co. 200 State Road South Deerfield, MA 01373 (800)628-7733. Call for current prices.

What Can You Do About Someone Else's Drinking
National Council on Alcoholism and Drug Dependence, Inc. 12 West 21st Street, New York, NY 10010 (212) 206-6770. $.50.

You're Not Alone: Kids Book on Alcoholism and Child Abuse
National Committee for Prevention of Child Abuse 332 South Michigan Avenue, #1600 Chicago, IL 60604 (312)663-3520. $3.00.

POSTERS FOR CHILDREN

Some Moms and Dads Drink Too Much
National Asociation for Children of Alcoholics, 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852. $3.00 for poster, comic books are $.75 each.

Tribal Identity Poster
Arrow/ Native American Development, 1000 Connecticut Ave., N.W., #1206, Washington, D.C. 20036, (202)296-0685. Single copy free.

American Indian Posters
Honor the Circle: Honor Your Family
Honor the Circle: Honor Your Tribe
Honor the Circle: Honor the Earth
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

AUDIO VISUALS

A Child's View
MAC Publishing 5005 East 39th Avenue Denver CO 80207 (303)331-0148. $79.95.

Al-Anon Speaks for Itself (Al-Anon habla por sí mismo)
Hazeldon Foundation, 15251 Pleasant Valley Road, P.O. Box 176, Center City, MN 55012 1-800-328-9000 FAX (612)257-2195. $39.95.

All Bottled Up
AIMS Media 9710 DeSoto Avenue, Chatsworth, CA 91311-4409 (818)773-4300. $250.00 16mm film $185.00 Video $25.00 Rental.

Broken Promises
Chariot 2819 3rd St. Boulder, CO 80304 (303) 449-5128. VHS format with study guide $89.95 + $2.50 S/H.

The Honor of All
Phil Lucas Productions, Inc., 1007 Bishops Lodge Road, Santa Fe, NM 87501 (505)984-2365. The entire series is available in VHS and Beta formats for $300 (includes S/H).

Kids Talking to Kids
Children of Alcoholics Foundation P.O. Box 4185 Grand Central Station New York, NY 10163-4185 (212)745-0656. $75.00.

Living With Parents Who Drink Too Much
AIMS Media 9710 DeSoto Avenue Chatsworth, CA 91311-4409 (818)773-4300 or 1(800)367-2467. Video $345, 16mm $395, rental $75.

Long Road Home
South Carolina Commission on Alcohol and Drug Abuse 3700 Forest Drive, Suite 300 Columbia, SC 29204 (803)734-9559. $250.00 sale, $30.00 rental.

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Lots of Kids Like Us
Gerald T. Rogers Production 5215 Old Orchard Road, Suite 410 Skokie, IL 60077 (708)967-8080. Call for current price, ask for Ann.

Marketing Booze to Blacks
Center for Science in the Public Interest 1875 Connecticut Ave. #300, Washington DC 20009, (202)332-9110. $29.95 for individuals and organizations with budgets of $50,000 or less; all others, $79.95.

Poor Jennifer, She's Always Losing Her Hat
The National Association for Children of Alcoholics, 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852. Please call for current costs and availability.

Poundmaker's Lodge: A Healing Place
The National Film Board of Canada, c/o Karol Media, 22 Riverview Drive, Wayne, NJ 07470, (201)586-9111. $550 for the film, $350 for the video, three day rental fee is $60.

Scared, Sad and Mad
MTI 108 Wilmot Rd. Deerfield, IL 60015, 1(800)612-2131. $380.

Soft Is the Heart of a Child
Gerald T. Rogers Productions, 5215 Old Orchard Road, Suite 410, Skokie, IL 60077 1(800)227-9100 or (708)967-8080. $300.

Tell Someone - A Music Video
Addiction Media Resources, P. O. Box 30381, Indianapolis, IN 46230 (317)283-8315. $89.95 plus $5.00 S/H.

Un Mensage Para Tí Di No A-Las Drogas Straight At Ya (Spanish Version)
National Audiovisual Center, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701 1(800)638-1300 or (301)763-1896. $27 order number A18053.

Why Is It Always Me?
Gerald T. Rogers Production, 5215 Old Orchard Road, Suite 410, Skokie, IL 60077 (708)967-8080. Call for current price, ask for Ann.

COMMUNITY ACTION

Alcohol and Drug Abuse in Black America: A Guide for Community Action
Institute on Black Chemical Abuse 2614 Nicollet Avenue, South Minneapolis, MN 55408 (612) 871-7878. $2.00.

Citizen's Action Handbook on Alcohol and Tobacco Billboard Advertising
Center for Science in the Public Interest, 1875 Connecticut Avenue, NW, #300, Washington DC 20009, (202)332-9110. $6.95.

Citizen's Alcohol and Other Drug Prevention Directory. Resources for Getting Involved.
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Communities Creating Change: 1990 Exemplary Alcohol and Other Drug Prevention Programs
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Drug-Free Communities: Turning Awareness Into Action
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Economic Costs of Alcohol and Drug Abuse and Mental Illness (1985)
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

The Fact Is...You Can Effectively Launch Media Campaigns
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Making Health Communication Programs Work: A Planner's Guide
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Marketing Booze to Blacks (book and video)
Center for Science in the Public Interest, 1875 Connecticut Ave. NW #300, Washington, DC 20009, (202)332-9110. $4.95 for book; $29.95 for video for individuals and organizations with budgets of $50,000 or less; all others, $75.95.

Marketing Disease to Hispanics
Center for Science in the Public Interest, 1875 Connecticut Ave., NW #300, Washington, DC 2009, (202)332-9110. $6.95.

Getting It Together: Promoting Drug Free Communities—A Resource Guide for Developing Effective Youth Coalitions
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

National Commission on Drug-Free Schools: Final Report
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

National Directory of Drug Abuse and Alcoholism Treatment and Prevention Programs
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Preventing Alcohol Problems Through a Student Assistance Program: A Manual for Implementation Based on the Westchester County, New York, Model
Student Assistance Services, 300 Farm Road, Ardsley, NY 10502 (914)674-0400. $12.00.

A Promising Future: Alcohol and Other Drug Problem Prevention Services Improvement. OSAP Prevention Monograph 10
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

Youth and Drugs: Society's Mixed Messages. OSAP Prevention Monograph 6
National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 1-800-729-6686. Free.

NATIONAL RESOURCES

ORGANIZATIONS

Adult Children of Alcoholics (ACA), P. O. Box 3216, Torrance, CA 90510, (310)534-1815

Al-Anon/Alateen Family Group Headquarters, Inc., P.O. Box 862, Midtown Station, New York, NY 10018-0862, 212-302-7240 or 1(800)356-9996

Alcoholics Anonymous (AA), World Services, Inc., 475 Riverdale Drive, NY, NY 10015, 212-870-3400

American Council for Drug Education, 204 Monroe Street, Suite 110, Rockville, MD 20850, 301-294-0600

American Indian Institute, 555 E. Constitution Street, Suite 237, Norman, OK 73037-0005, 405-325-4127

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***American Society of Addiction Medicine,** 5225 Wisconsin Ave., NW, Washington DC 20015, (202)244-8948

***Children of Alcoholics Foundation, Inc.,** P. O. Box 4185 Grand Central Station, New York, NY 10165-4185, 1-800-359-COAF, 212-754-0656

Clearinghouse of Child Abuse and Neglect, P. O. Box 1182, Washington DC 20013, 703-385-7565

Coalition on Alcohol and Drug Dependent Women and Their Children, Washington Office of NCADD, 1511 K Street, NW, Suite 926, Washington, DC 20005, 202-737-8122

***The National Coalition of Hispanic Health and Human Services Organizations,** 1501 16th Street, NW, Washington, DC 20036, 202-387-5000

***Department of Education,** 400 Maryland Avenue, SW Washington, DC 20202, (202)708-5366

Families Anonymous, P.O. Box 528, Van Nuys, CA 91408, 818-989-7841

Indian Health Service, Alcohol Programs, Room 6A38, 5600 Fishers Lane, Rockville, MD 20857, 301-443-4297

Institute on Black Chemical Abuse, 2616 Nicollet Avenue, Minneapolis, MN 55408, 612-871-7878

Just Say No International, 1777 North California Blvd., Walnut Creek, CA 94596

Multi-Cultural Training Resource Center, Ford Hatamiya, 1540 Market Street, Suite 320, San Francisco, CA 94102, 415-861-2142

National Asian Pacific American Families Against Substance Abuse, Inc., (Headquarters) 6303 Friendship Court, Bethesda, MD 20817, 301-530-0945

***National Association for Children of Alcoholics,** 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852, 301-468-0985

***National Association for Native American Children of Alcoholics,** P.O. Box 18736, Seattle, WA 98118, 206-322-5601

***National Association for Perinatal Addiction Research and Education,** 11 East Hubbard Street, Suite 200, Chicago, IL 60611, 312-329-2512

National Association of Leadership for Student Assistance Programs (NALSAP), 1629 K Street, NW, #606, P.O. Box 28000, Washington, DC 20038, 202-296-1110

***National Black Alcoholism Council, Inc.,** 1629 K Street, NW, Suite 802, Washington, DC 20006, 202-296-2696

National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847 301-468-2600, 1-800-729-6686. (can refer to State prevention/education resources)

National Coalition for COA Education, 31582 Coast Highway, Suite B, South Laguna, CA 92677, 714-499-0430

National Committee for Prevention of Child Abuse, 332 South Michigan Avenue, Suite 1600, Chicago, IL 60604 (312)663-3520

***National Council on Alcoholism and Drug Dependence,** 12 West 21st Street, New York, NY 10010, 212-206-6770

National Families in Action, 2296 Henderson Mill Road, Suite 204, Atlanta, GA 30345, (404)984-6364

National Federation of Parents for Drug-Free Youth, 11159 B South Towne Square, St. Louis, MO 63123-7824, 314-845-1933

National Hispanic Families Against Drug Abuse, 1500 Farragut St., NW, Washington, DC 20011, 202-723-7227

***National Prevention Network,** 444 N. Capitol St., NW, Suite 642, Washington, DC 20001, 202-783-6868

Office of Minority Health Resources Center, P.O. Box 37337, Washington, DC 20013-7337, 1-800-444-6472

The National PTA, 700 North Rush St., Chicago, IL 60611-2571, 312-787-0977

***Office for Substance Abuse Prevention,** Rockwall II 9th Floor, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0377

Padre Kino Video Library, selected AOD videos in Spanish, 5230 East Farness, Suite 106, Tucson, AR 85712, 1-800-922-8638

Parents' Resource Institute for Drug Free Education (PRIDE), 50 Hunt Plaza, Suite 210, Atlanta, GA 30303, 404-577-4500

***Scott Newman Center,** 6255 Sunset Blvd, Suite 1906, Los Angeles, CA 90028, 213-469-2029, 1-800-783-6396

Student Assistance Services Corp, 300 Farm Road, Ardsley, NY 10502, 914-674-0400

***Suzanne Somers Institute,** 340 South Farrell Drive, Suite A201, Palm Springs, CA 92262, 619-325-0110

UNITY, United National Indian Tribal Youth, Inc., P.O. Box 25042, Oklahoma City, OK 73125, (405)424-3010

* members, National Coalition of Children of Alcoholics Education

Information and Referral:

Al-Anon/Alateen Family Group Headquarters
Box 862 Midtown Station
New York, NY 10018-0862
1-800-356-9996

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20847
301-468-2600 (Maryland)
1-800-729-6686
TDD #1-800-487-4889

Treatment Referral: National Council on Alcoholism & Drug Dependence
12 West 21 Street
New York, NY 10010
1-800-NCA-CALL

Scott Newman Center
6255 Sunset Blvd, Suite 1906
Los Angeles, CA 90028
213-469-2029
1-800-783-6396

Student Assistance Services Corp.
300 Farm Road
Ardsley, NY 10502
914-674-0400

Drug Abuse Treatment Referral Line
1-800-662-HELP

NOTE:

The Office for Substance Abuse Prevention operates a Regional Alcohol and Drug Awareness Resource (RADAR) Network that includes information centers in each State and has many specialty centers which focus on ethnic/racial populations and topics such as COA's. For a list of the nearest one to you, write or call:

National Clearinghouse for Alcohol
and Drug Information
P.O. Box 2345
Rockville, MD 20847
1-800-729-6686

The U.S. Department of Education also operates Regional Training Centers. For a list write to:

The U.S. Department of Education
Drug Free Schools and Communities
400 Maryland Avenue, SW
Washington DC 20202
(202)401-3510

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NATIONAL COALITION FOR COA EDUCATION

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National Committee for Prevention of Child Abuse
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LIFE IS BELONGING

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LEADER'S GUIDE

To be used

with the

Activity Worksheets

CONNECTIONS

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This **Leader's Guide** is part of **The Connections Kit** designed to build resiliency against alcohol and other drug problems among children raised in high risk families and communities, with special emphasis on children of alcoholics. The **Leader's Guide** is to be used in conjunction with the Activity Worksheets and with other components in **The Connections Kit**.

This product was produced by Social & Health Services, Ltd. and Dialogue Systems, Inc. for the U.S. Department of Education and the Office for Substance Abuse Prevention under Contract No. 277-90-4220.

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INTRODUCTION

These materials are designed to help develop resilience among children. Resilience is the ability to bounce back from negative experiences or situations. However, in order to bounce back, children need to have developed protective skills and attitudes, hopefully in advance of negative experiences. The characteristics of resilient children can be found on page 4.

Children learn to cope with difficult and painful circumstances in many ways. They may try to please others at the cost of losing themselves. They may act out to cover up feeling helpless and vulnerable at the cost of not learning how to successfully negotiate with adults and authority figures. They may withdraw and become isolated at the cost of not developing positive relationships. They may build up a shell around themselves that includes behaviors such as: keeping secrets, being super critical of themselves and others, becoming rigid in their thinking, avoiding risks, laughing inappropriately or attempting to show no emotion at all, and not forming close relationships. *Such coping skills may serve a purpose for children. They protect the child from experiencing greater pain in painful environments over which the child has very little or no power to change. These coping strategies need to be respected. Children should not be encouraged to abandon them unless they have other skills with which to replace them.*

For this reason the kit does not give easy, pat answers for those who experience difficult home lives or painful environments. There are no easy answers and what works at one point in a child's life may not continue to work when the child becomes a teen or an adult. Young people will be able to: (1) see options by expanding the way they view the world and their choices; (2) make connections and form a bond with their school, their community, and others in their lives; and (3) apply what they have learned.

This program does not provide detailed information on decision-making or problem-solving steps (because there are many excellent curricula and programs that already do this). It focuses more specifically on "a different angle;" a new perspective; a re-framing. The program also is designed to help the child make connections—connections between her or his attitudes and behavior; connections between her or his problems and the influences in her or his community; connections that allow the child to get support and elicit positive responses; and connections that encourage the child to seek help as appropriate.

Some of you who are implementing this program may remember the coping strategies that helped you survive a painful experience or environment. You may be able to laugh at a unique way in which you overcame a barrier or at a blunder you made when trying to deal with a problem. You also may have sad memories because when you look back you realize that you did not always learn new skills when the old ways no longer worked. This program may offer you the opportunity for reflection, for discovery of your own resiliency skills, and for making new discoveries and connections. It has for us!

Characteristics of Resilient Children

Resilient children

- quickly recover psychological and physical strength
- welcome and consider new ideas
- set their own goals
- identify their own problems and work out their own solutions
- recognize and accept what is beyond their power to control
- flexibly and creatively solve problems
- form positive bonds with other humans and with their community
- express themselves with self-confidence
- are able to form positive bonds with some socially valued entity, such as other individuals, an extended family, school or community group

Children from high-risk environments may be helped whether the risk is eliminated or not. Simple acts of kindness and compassion can make a big difference in the lives of these children.

HOW TO USE THE LEADER'S GUIDE AND ACTIVITY WORKSHEETS

This Leader's Guide and the accompanying Activity Worksheets are designed to help children develop resilience through a variety of activities, including discussion, brainstorming, problem-solving, role-playing, games, drawing, and writing. As you work with children in these activities, emphasize and praise the children's capacity for creative expression. Model the acceptance of new ideas and flexible thinking—different ways to look at something. Guide children in learning to set their own goals and identify their own problems and possible solutions.

The activity plans and worksheets in this component will help you build resiliency among all children. Those youth who are resilient will cause less disruption; be able to develop positive coping and problem-solving skills; and be less prone to developing alcohol and other drug problems. The general objectives of the components are to help children:

- learn facts about alcohol and alcoholism
- develop strategies for resisting alcohol and other drugs
- learn to express feelings in a safe environment
- learn ways of effectively interacting with peers
- develop self-confidence
- bond positively with school and community
- develop problem-solving and coping skills

How You Can Help—Some Do's and Don't In Using the Components

Do

- create a safe environment, free of inappropriate judgment and stress
- identify community resources that can help children
- remain sensitive to cultural differences among children
- encourage other school and commmunity-based prevention efforts
- respect and validate each child's feelings and experiences
- maintain positive and appropriately high expectations for children's behavior and performance

- provide constructive feedback that includes substantive and believable praise
- welcome open communication and a variety of ideas
- take time to review materials before presenting them to children

Don't

- single out any child
- force children to participate in these activities

Recognize your limits

- You cannot change the family situation of any child
- You cannot rescue the child from the family situation

Structure of the Components

The components are

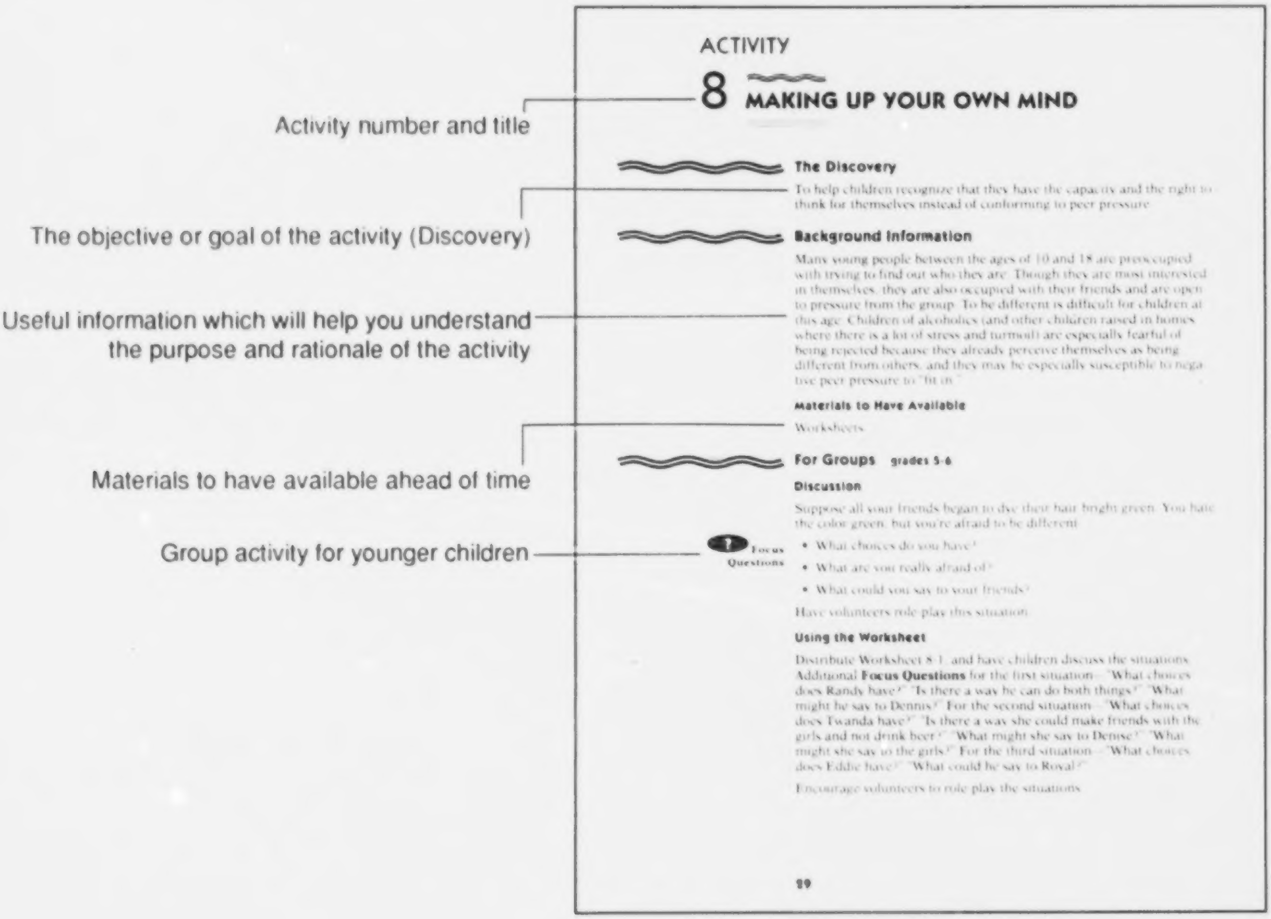
Leader's Guide with its activity plans

Activity Worksheets, to be used with each activity plan

Each lesson is designed to take about 20 minutes. The actual length of time will depend on your classroom or community situation—the group size, their ability level, how much time you have available for an activity. (You may, for example, be able to use just part of an activity if you are short of time.)

The Leader's Guide Activity Plan

Each lesson plan is two pages long.



Activity number and title
The objective or goal of the activity (Discovery)
Useful information which will help you understand the purpose and rationale of the activity
Materials to have available ahead of time
Group activity for younger children

ACTIVITY

8 MAKING UP YOUR OWN MIND

The Discovery

To help children recognize that they have the capacity and the right to think for themselves instead of conforming to peer pressure

Background Information

Many young people between the ages of 10 and 18 are preoccupied with trying to find out who they are. Though they are most interested in themselves, they are also occupied with their friends and are open to pressure from the group. To be different is difficult for children at this age. Children of alcoholics (and other children raised in homes where there is a lot of stress and turmoil) are especially fearful of being rejected because they already perceive themselves as being different from others, and they may be especially susceptible to negative peer pressure to "fit in."

Materials to Have Available

Worksheets

For Groups grades 5-6

Discussion

Suppose all your friends began to dye their hair bright green. You hate the color green, but you're afraid to be different.

Focus Questions

- What choices do you have?
- What are you really afraid of?
- What could you say to your friends?

Have volunteers role-play this situation.

Using the Worksheet

Distribute Worksheet 8-1, and have children discuss the situations. Additional **Focus Questions** for the first situation—"What choices does Randy have?" "Is there a way he can do both things?" "What might he say to Dennis?" For the second situation—"What choices does Twanda have?" "Is there a way she could make friends with the girls and not drink beer?" "What might she say to Denise?" "What might she say to the girls?" For the third situation—"What choices does Eddie have?" "What could he say to Royal?"

Encourage volunteers to role play the situations.

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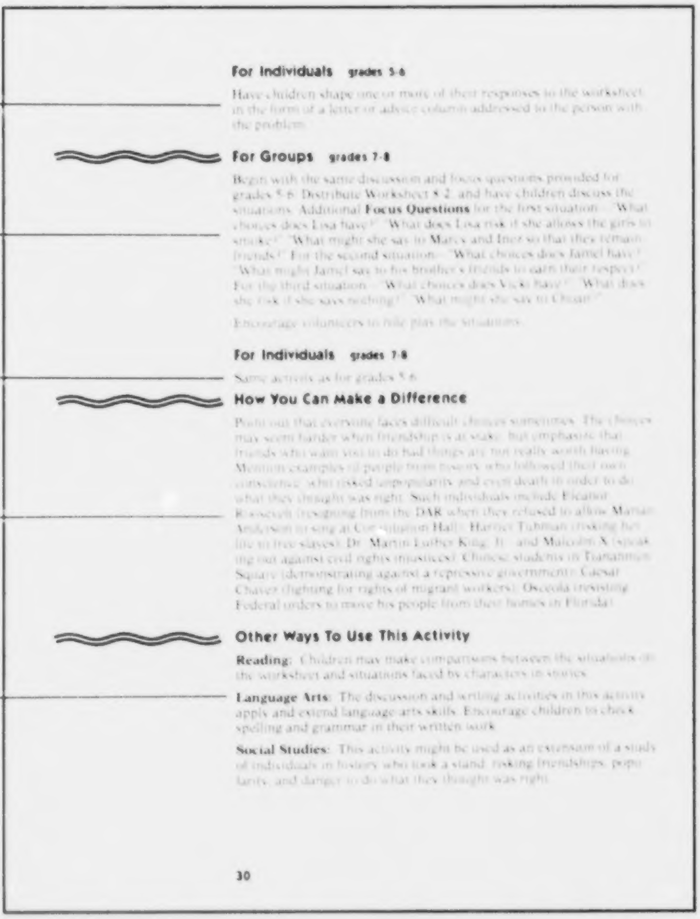
Activity for individual younger children

Group activity for older children. Occasionally the same activity is appropriate for younger and older children alike, insofar as the activities elicit and engage the children's own experiences and ideas.

Activity for individual older children

Guidance for helping children get the maximum benefit from the activity

Hints for incorporating the activity into parts of your school curriculum. See page 11 of this guide for hints on using the activities in various community settings.



For Individuals grades 5-6

Have children shape one or more of their responses to the worksheet in the form of a letter or advice column addressed to the person with the problem.

For Groups grades 7-8

Begin with the same discussion and focus questions provided for grades 5-6. Distribute Worksheet 8-2, and have children discuss the situations. Additional **Focus Questions** for the first situation—"What choices does Lisa have?" "What does Lisa risk if she allows the girls to smoke?" "What might she say to Marcy and Inez so that they remain friends?" For the second situation—"What choices does Jamel have?" "What might Jamel say to his brother's friends to earn their respect?" For the third situation—"What choices does Vicki have?" "What does she risk if she says nothing?" "What might she say to Chean?"

Encourage volunteers to role play the situations.

For Individuals grades 7-8

Same activity as for grades 5-6.

How You Can Make a Difference

Point out that everyone faces difficult choices sometimes. The choices may seem harder when friendship is at stake, but emphasize that friends who want you to do bad things are not really worth having. Mention examples of people from history who followed their own conscience, who risked unpopularity and even death in order to do what they thought was right. Such individuals include Eleanor Roosevelt (resigning from the DAR when they refused to allow Marian Anderson to sing at Constitution Hall); Harriet Tubman (risking her life to free slaves); Dr. Martin Luther King, Jr., and Malcolm X (speaking out against civil rights injustices); Chinese students in Tiananmen Square (demonstrating against a repressive government); Caesar Chavez (fighting for rights of migrant workers); Osceola (resisting Federal orders to move his people from their homes in Florida).

Other Ways To Use This Activity

Reading: Children may make comparisons between the situations on the worksheet and situations faced by characters in stories.

Language Arts: The discussion and writing activities in this activity apply and extend language arts skills. Encourage children to check spelling and grammar in their written work.

Social Studies: This activity might be used as an extension of a study of individuals in history who took a stand, risking friendships, popularity, and danger to do what they thought was right.

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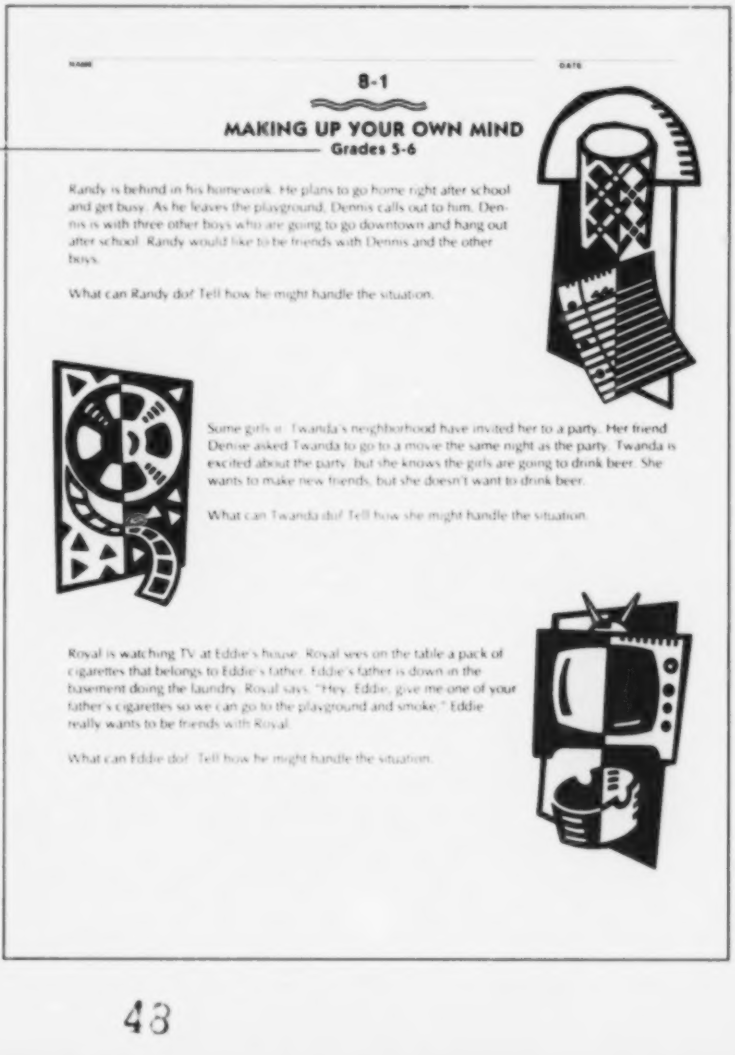
The Activity Worksheets

Separate worksheets for each age grouping (5th-6th graders and 7th-8th graders) are provided. Occasionally the same worksheet is appropriate for children of both age groups, e.g., Grades 5-8. In these cases, the same worksheet is provided in each set. Worksheets will need to be reproduced by photocopying or using a ditto machine.

These worksheets provide a variety of activities that will engage and expand children's experiences. Depending on the time available, classroom set-up, and the children's abilities, worksheets may be used mainly for discussion or for having children write their responses.



Each worksheet has the grade levels for which it is to be used.

NAME DATE

8-1

MAKING UP YOUR OWN MIND

Grades 5-6

Randy is behind in his homework. He plans to go home right after school and get busy. As he leaves the playground, Dennis calls out to him. Dennis is with three other boys who are going to go downtown and hang out after school. Randy would like to be friends with Dennis and the other boys.

What can Randy do? Tell how he might handle the situation.

Some girls in Twanda's neighborhood have invited her to a party. Her friend Denise asked Twanda to go to a movie the same night as the party. Twanda is excited about the party, but she knows the girls are going to drink beer. She wants to make new friends, but she doesn't want to drink beer.

What can Twanda do? Tell how she might handle the situation.

Royal is watching TV at Eddie's house. Royal sees on the table a pack of cigarettes that belongs to Eddie's father. Eddie's father is down in the basement doing the laundry. Royal says, "Hey, Eddie, give me one of your father's cigarettes so we can go to the playground and smoke." Eddie really wants to be friends with Royal.

What can Eddie do? Tell how he might handle the situation.

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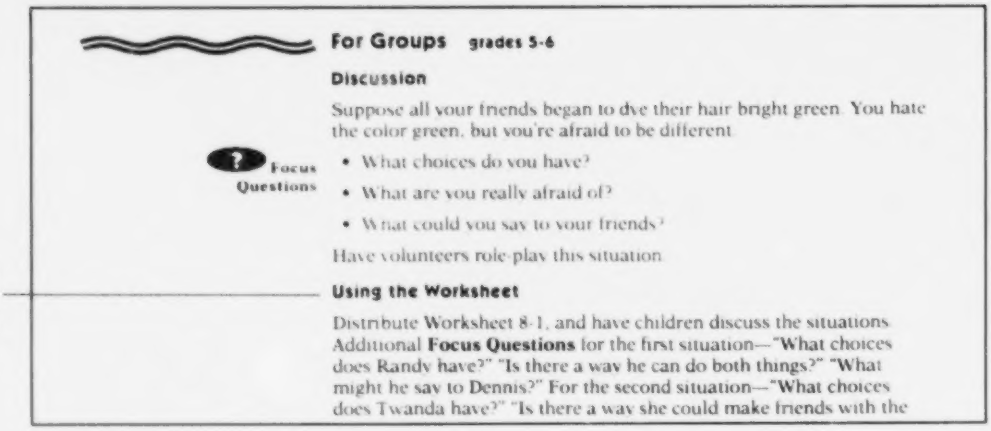


For Groups grades 5-6

Discussion

Suppose all your friends began to dye their hair bright green. You hate the color green, but you're afraid to be different.

Focus Questions

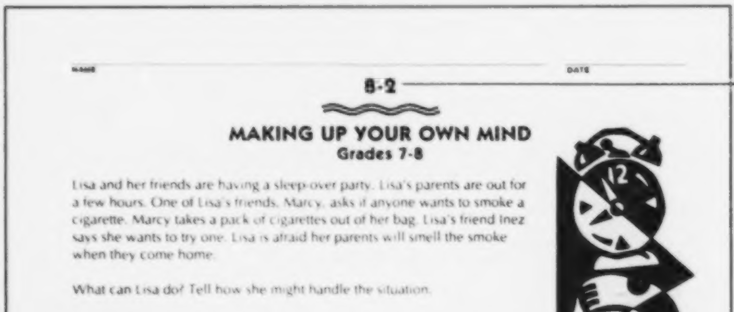
- What choices do you have?
- What are you really afraid of?
- What could you say to your friends?

Have volunteers role-play this situation.

Using the Worksheet

Distribute Worksheet 8-1, and have children discuss the situations. Additional **Focus Questions** for the first situation—"What choices does Randy have?" "Is there a way he can do both things?" "What might he say to Dennis?" For the second situation—"What choices does Twanda have?" "Is there a way she could make friends with the

The use of the worksheet is identified by this head in the teaching plan.



NAME DATE

8-2

MAKING UP YOUR OWN MIND

Grades 7-8

Lisa and her friends are having a sleep-over party. Lisa's parents are out for a few hours. One of Lisa's friends, Marcy, asks if anyone wants to smoke a cigarette. Marcy takes a pack of cigarettes out of her bag. Lisa's friend Inez says she wants to try one. Lisa is afraid her parents will smell the smoke when they come home.

What can Lisa do? Tell how she might handle the situation.

One evening, Jamel comes home from the movies. His older brother Harlan is drinking beer with some of his high-school buddies. Jamel would really like his brother's friends to like him. He likes to talk to them about sports. He also wants to feel older than his age, which is 12. Harlan says, "Why don't you have some beer."

What can Jamel do? Tell how he might handle the situation.

One Saturday, Vicki, Choan, and Ronda go to a department store. Choan sees a scarf that she really likes, but she doesn't have enough money to buy it. She looks at the scarf for a long time. As the girls walk into the shoe department, Vicki notices part of the scarf sticking out of Choan's pocket.

What can Vicki do? Tell how she might handle the situation.

Each worksheet is referred to by the number of the activity in which it is used.

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Using the Activities in a Community Setting

If you are working with a group of children or with individual children, you can use the activity plan and activity worksheets just as they are or you can supplement the activities. Here are some suggestions.

Religious organizations—Look for supportive, inspirational ideas within sacred texts; use sacred songs to support positive attitudes; use religious leaders as role models, encouraging their participation in various aspects of a prevention program to prevent alcohol problems.

Community center—Encourage children to use recreational facilities, join community groups, take lessons, and take advantage of other resources that may be available.

Civic organizations—Look for opportunities for children to apply skills, extend awareness, and find additional sources of support in civic organizations. Use civic leaders as role models. Cite these groups as ways in which people in the community work together for the benefit of the community.

Local businesses—Provide opportunities to develop awareness of various careers. Children can also recognize how local retailers, restaurants, and entertainment businesses may be used to support efforts to discourage the sale of alcoholic beverages to underage youth.

Health facility—Health care professionals can be a source of information and can serve as role models for children. Invite them to speak to children about their careers and problems they see as members of their particular community.

Library—This is a vital community resource for helping children expand their interests and knowledge. Encourage reading and writing as ways to express feelings and develop effective communicative skills. Encourage librarians and local authors to speak to children about reading, education, and careers.

Youth Programs—Programs sponsored by health promotion groups may include materials that supplement those in **The Connections Kit.** Most importantly, these programs provide support for the resiliency skills that children need.

Annual Events—Such events as Red Ribbon Week, National Alcohol Awareness Month, and National COA Week provide opportunities for creative expression. Encourage children to draw posters, make up songs and dances, write poems and stories, and design displays that promote positive alternatives to alcohol and drug use.

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ACTIVITY PLANS 1-24

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Sequence

The activities are designed to be completed in order, so as to ease into the topic of familial alcoholism and skills for coping with highly stressful events. For instance, Activities 1 through 5 deal with the child and what is within his or her control, e.g., he or she controls his or her own thoughts, feelings, attitudes, and behavior; he or she has the ability to respect him or herself. Activities 6 through 8 deal with the problem: alcoholism and related stress. Activities 10 through 24 teach coping and problem-solving skills from goal-setting to analysis of alcoholic beverage advertising.

If the youth already have been exposed to other alcohol/drug curricula or programs, the activities may be done in any sequence.

ACTIVITY

1 YOU BE THE JUDGE

The Discovery

To help children recognize they are responsible for their own behavior but not that of other people.

Background Information

Growing up in a family or household with an alcoholic, some children think they are responsible for the alcoholic's drinking. The child is aware that something is wrong at home but does not necessarily know the problem is alcoholism. The child may assume he or she has caused the drinking.

Materials to Have Available

Worksheets

For Groups grades 5-6

Discussion

Suppose you take the bus to school, but one day, just before crossing some railroad tracks, the bus stops. A very long train passes by, and then the driver has trouble starting the bus. You are late for school, and you think it's your fault.

Focus Questions

- What is the problem?
- What caused the problem?
- Is it really your fault? Tell why or why not.
- Suppose someone said to you, "You're late, and it's your fault." What could you say?

Using the Worksheet

Distribute Worksheet 1-1, and have children read and discuss the first situation. You may want to have volunteers role-play the parts. Then have children discuss and answer the questions.

Have children discuss the second situation and complete the worksheet. Have children role-play a scene in which José and Billy talk to Harold.

For Individuals grades 5-6

Have children write a letter of advice to one of the people in each situation. Encourage them to share their letters, if they like.

For Groups grades 7-8

Same activity as for grades 5-6, but using Worksheet 1-2. Make sure children discuss how they decided who is responsible for Jessica's behavior.

For Individuals grades 7-8

Same activity as for grades 5-6.

How You Can Make a Difference

Emphasize that children are never responsible for the problems or the behavior of adults. Point out, for example, that even in a case where a child breaks something belonging to an adult, the child is only responsible for breaking the object, not for the way the adult behaves as a result. Explain that children often feel as though something is all their fault, even though they know it isn't. They may feel that they deserve to be punished or try to take the blame for an adult's behavior in order to make the adult feel better. Mention that children are responsible for their own choices and actions, particularly when they choose to do something they know is wrong. Discuss feelings of helplessness and embarrassment caused by someone else's behavior, over which one has no control. Reassure children that they are not alone if they have these feelings. Help them recognize the difference between feeling bad about something someone else does and feeling responsible for what that person does.

Other Ways To Use This Activity

Language Arts: The speaking, role-playing, and writing activities lend themselves to a Language Arts curriculum. Making comparisons between the situations on the worksheet and those in stories they have read also strengthens children's reading comprehension and analytical skills.

Answers

grades 5-6 Kendra is responsible for the broken lamp because, in her haste to clean up her room before her mother came home, she tripped over the cord. Her mother is responsible for her own yelling because that is her response to what happened; she could have acted differently.

Harold's idea got the boys in trouble. Billy, however, is responsible for his own behavior. He made a choice to do something he knew was wrong. He could have said that he wouldn't take the videotape.

grades 7-8 Jessica is responsible for her own behavior. She made a choice to smoke the cigarette. Jessica could have refused the cigarette.

Mr. and Mrs. Hawkins are responsible for the argument. They control the way they behave toward each other, which has nothing to do with their children.

Pedro's mother is responsible for what she did because she drank the beer, she had the feelings, and she said something hurtful to Pedro.

ACTIVITY

2 WHAT CAN YOU CONTROL? HOW?

The Discovery

To help children recognize that there are situations they can control and some they can not.

Background Information

Some children may have an exaggerated sense of shame or guilt because of family problems. They may not recognize situations in which it may not be safe for them to assume responsibility or control. They may avoid taking control of things in their lives that they should be in control of because they fear failure or have feelings of incompetence. On the other hand, some children may overcompensate for feelings of inadequacy or guilt by assuming the role of the "most helpful person," even in inappropriate situations.

Materials to Have Available

Worksheet; crayons, paints, large sheets of paper

For Groups grades 5-6

Discussion

Explain that when you can control something, you have the power to change it in some way. As an example, demonstrate how you can control your handwriting by writing letters big or small, fast or slow.

Focus Questions

- Can you control how fast your hair grows? Why or why not?
- Can you control the way you walk? Why or why not?
- Can you control where this building is located? Why or why not?
- Can you control an accident that happens 5 miles away? Why or why not?
- Can you control anything you want to? Why or why not?

Using the Worksheet

Distribute Worksheet 2, and have children discuss the situations and write their responses. Provide time for them to have a "wrap-up" discussion to draw conclusions about their power to control different situations.

For Individuals grades 5-6

Have children create a poster about control. Suggest that they come up with slogans or messages to remind themselves of things they can control and things they can't; for example: The sun will rise and set without my help; I can be a friend; Don't blame me; It was out of my control.

For Groups **grades 7-8**

Same activity as for grades 5-6.

For Individuals **grades 7-8**

Same activity as for grades 5-6.

How You Can Make a Difference

Ask children if they think people are sometimes held responsible for things they can't control. Ask what they think of this example: Jake is responsible for planning a family picnic. On the day of the picnic, it rains. The picnic has to be canceled, and the family is disappointed. Jake's father says, "You shouldn't have picked such a lousy day for the picnic."

Have children discuss whether Jake's dad is being fair or not.

Explain that if someone accuses you of being responsible for his or her alcoholism, that person is being unfair because you can't control that person's behavior, nor can you cure alcoholism.

Children need to feel that they have the power to influence the important things in their own lives, that they are neither helpless nor without hope. Emphasize situations in which they do have some degree of control, such as personal expression through drawing, music, writing, movement; personal behavior such as courtesy, fairness, and friendliness; personal grooming; and free time. In your teaching or counseling setting, try to make children feel accepted. Praise their contributions as influential and meaningful.

Other Ways To Use This Activity

Health/Physical Education: This topic is appropriate in a wider discussion of personal interrelationships, which may be part of the mental-health portion of a Health/Physical Education or Health Promotion program.

Reading/Language Arts: This activity could be used to extend and personalize a discussion of a character's responsibility in a reading selection. Children might edit one or more of their written responses to become part of an essay on responsibility.

ACTIVITY

3 EXPRESS YOURSELF!

The Discovery

To help children recognize that everyone has the ability and the right to express himself or herself.

Background Information

Feelings are neither good nor bad; they are simply personal responses to situations. Children of troubled families carry extra amounts of fear, anger, frustration, and resentment. These feelings often give rise to negative behaviors, such as withdrawal, mistrust, and troublemaking. During this activity, acknowledge that expressing certain feelings may not be allowed in some families, and there's nothing you can do about that. However, encourage children to talk about their feelings, and point out that it's safe to do so during this activity—no one will hurt them.

Materials to Have Available

Worksheets

For Groups grades 5-6

Brainstorm

Introduce the idea of brainstorming—quickly coming up with ideas about a topic without worrying about being right or wrong; all ideas are acceptable. Have children brainstorm kinds of feelings for two minutes. Make a list. (To create a safe situation in which children can give examples of feelings, you might want to have volunteers speak without interruption or comment from others.) Display the list so that children can refer to it as they complete their worksheets.

Focus Questions

- Which feelings would you like to have more of?
- Which feelings would you like to have fewer of?
- What are some ways to show your feelings?

For Individuals grades 5-6

Distribute Worksheet 3-1. Emphasize that what children write is for their eyes only, unless they decide to share it with others. Encourage children to draw a picture of how they feel in certain circumstances. Assure them that the drawing is private, too, unless they want to share it.

For Groups **grades 7-8**

Discussion

Have children discuss favorite characters from books, TV, and movies who express themselves in particular ways. The idea here is to encourage kids to think about a range of feelings and ways to express them.

? Focus Questions

- What feelings do the characters show?
- How do they act when they feel a certain way?
- What do you like or dislike about the way they show their feelings?
- What songs or poems do you know that express certain feelings? What are the feelings?

For Individuals **grades 7-8**

Distribute Worksheet 3-2, and encourage children to write a poem or song that expresses a specific feeling. Encourage them to read or perform their work for the class.

Encourage children to describe in their journals some of their own feelings and the circumstances in which these feelings arise.

How You Can Make a Difference

Point out that each person's feelings are uniquely his or her own. Someone may feel angry about a situation, while another person will not be bothered about it at all. Each person's feelings are valid. If two or more people share the same feeling about something, that's OK, too. Explain that each of us finds it helpful to have our feelings validated—having another person recognize and accept that these are our feelings, even if the other person does not share those exact feelings. Provide model validating statements, such as "I can understand that," "That makes sense to me," "I've felt that way, too," "Others feel that way, too—you're not alone," and so on. Encourage children to listen to each other without laughing, sneering, or teasing each other and to validate each others' feelings. Try to create a community of trust in your setting, pointing out that children can help each other by accepting each other and not misusing or repeating personal information about each other. Try to be available privately for any child who wants to discuss personal feelings with you but who is not ready to do so with other members of the group.

Other Ways To Use This Activity

Reading/Language Arts: This activity can extend a discussion of characters in reading selections; the speaking, categorizing, and writing activities provide opportunities to practice these skills.

Music/Art: Both music and drawing are good outlets for children's feelings. Use the activities to encourage lyric or "rap" writing and performing as well as drawing. Instrumental music can also be an outlet for feelings.

ACTIVITY

4 RESPECT YOURSELF

The Discovery

To help children recognize that they have qualities and accomplishments that can be honored and respected.

Background Information

Note: Some cultures may not encourage people to honor themselves. They are taught to honor a larger group. For these children, you may choose to alter this activity by asking youth to come up with a list of reasons why people from his or her culture are respected.

To honor oneself is to have self-acceptance and self-respect. Children of alcoholic or other drug-dependent parents frequently have a poor self-image. Insecurity within the family can result in chronic self-doubt, self-hatred, and lack of self-confidence. Some children may be extremely competitive, constantly comparing themselves to other children; some children may withdraw into a state of persistent inadequacy—giving up, not trying. These problems may be compounded by children's ethnic background, cultural identity, and the impact on that identity of such factors as racism and poverty.

Materials to Have Available

Worksheets; paper, pencils, crayons, magazines, ribbons, cardboard

For Groups grades 5-6

Brainstorm

Introduce the brainstorming procedure—a "storm" of ideas about a topic, with no right or wrong ideas. The topic for this 3-minute session is things a person might honor or respect about himself or herself.

? Focus Questions

- What are some qualities that someone might respect? (e.g., honesty)
- What are some fun things that someone might respect? (e.g., sense of humor)
- What are some kind things that someone might respect? (e.g., being nice to a friend)

If you have more than one group, have them compare their lists, identifying common items.

For Individuals grades 5-6

1. Distribute Worksheets 4-1 and 4-2, and have children imagine holding a mirror up to themselves (or use real mirrors, if available). Encourage children to imagine smiling at themselves (or to actually do so if they have mirrors) and to write down things they honor about themselves under the different categories on the worksheet.
2. Have children make a badge of honor for themselves.

For Groups grades 7-8

Same brainstorming activity as for grades 5-6.

For Individuals grades 7-8

1. Distribute Worksheets 4-1 and 4-2, and have children list qualities, things they like, and accomplishments to honor in themselves.
2. Have children make a certificate from the "school of honor" for themselves.

How You Can Make a Difference

As young people brainstorm and work on their individual activities, acknowledge personal qualities, interests, and accomplishments for each of them. By complimenting each child, you can help foster their sense of self-esteem. Be honest and direct, even including negative things, but with a positive twist, such as "mistakes— because you learn from them." To get group discussions going, you might suggest that children identify things they honor in people outside the classroom—TV, movie, and sports stars, for example.

Some suggestions of possible qualities, interests, and accomplishments include kindness, intelligence, fairness, ability to listen carefully, friendliness, honesty, imagination, humor, sports, dancing, reading, science, mathematics, music, getting to school on time, sticking with a problem, passing a test, learning to read, learning to write, riding a horse, playing stick games, making corn tortillas.

Encourage children to take pride in the designs for their badges and certificates.

Other Ways to Use This Activity

Language Arts: The group activities provide an opportunity for children to engage in discussion; individual activities engage their writing skills and the creative use of language. Use this as an opportunity to have them self-check their spelling. You can use this activity as a springboard for poetry writing. Provide models for poetry writing by reading such poems as Nikki Giovanni's "Ego Tripping," parts of Walt Whitman's "Song of Myself," " Mother To Son" by Langston Hughes, "Hold Fast Your Dreams" by Louise Driscoll, and "Beauty" by E-Yeh-Shure.

Social Studies: Membership in an ethnic group is a good point of honor and can be a springboard for this activity in a social-studies context. Encourage children to identify the country or region of origin for their particular ethnic group if they know it. If they do not know, children can simply pretend to be from a certain area and learn more about that area.

ACTIVITY

5 THE CIRCLE OF HONOR

The Discovery

To help children recognize that each of them comes from a family, tribe, neighborhood or community, racial group, and perhaps also a religious group that can be honored.

Background Information

To honor something is to accept and respect it, to have pride in it. The social, cultural, racial, and religious groups to which one belongs are important sources of meaning and support. Being a part of a group is especially important for children from families with alcohol-related problems.

The circle is an important symbol for Native Americans. Here is a quote from Deganwidah, a Mohawk leader who masterminded the Iroquois Confederacy: "We bind ourselves together, for many purposes, members of one family, by taking hold of each other's hands so firmly and forming a circle so strong that if a tree should fall upon it, it would not shake nor break it, so that our people and grandchildren shall remain in the source of security, peace, and happiness."

Materials to Have Available

Worksheet; crayons, paints, paper, ribbon

For Groups grades 5-6

Brainstorm

Review the procedure for brainstorming. (See Activity 3 or 4.) Have children brainstorm kinds of groups, such as families, clans, tribes, neighborhoods, troops, and so on. Encourage children to make drawings representing their groups.

? Focus Questions

- How are some of these groups different from each other?
- How are some of these groups alike?
- How do the groups help their members?
- Which groups are part of larger groups?
- Which groups have smaller groups in them?

For Individuals grades 5-6

Distribute Worksheet 5, and have children do the activity. Then have each child design a plaque to honor his or her group. Encourage children to share their plaques with the class and to describe the special things about their group.

For Groups grades 7-8

Same discussion as for grades 5-6. Also, have children interview older members of their group and obtain information about the group from reference books, if possible.

For Individuals grades 7-8

Distribute Worksheet 5, and have children do the activity. In addition, you may want to have them write an essay about the group they've chosen to honor. In their essay, they can use the information from their worksheets to describe what membership in the group means to them, how the group supports them, and why the group deserves to be honored. Have children also draw a symbol for their group.

How You Can Make a Difference

Encourage children to "adopt" a family tree or a culture if they would like to (e.g., pretend that they come from a certain geographic area or culture). Draw an example of a family tree on the board. Describe cultural aspects that could be adopted, such as kinds of food, country of origin, national flag, or language.

Ask children if they belong to more than one group. Explore how the groups might help each other or be in conflict with each other. Examples are families and gangs; tribes and nations. Ask how being a member of a group can give you a past as well as a future. Discuss the fact that some groups last longer than the people in them.

Use circular seating for discussion groups, emphasizing that each person in the circle is important. Native American teachings emphasize the importance of each person's point of view when several people are seated in a circle and looking at or discussing something.

Other Ways To Use This Activity

Social Studies: This activity can be used to augment the study of American history, especially such topics as slavery, immigration, and westward expansion. It also serves discussions of cultural diversity within modern-day America.

Reading: Use this activity to extend exploration of a character's identity.

Language Arts: This activity provides opportunities for children to apply oral-language skills, as well as writing skills.

ACTIVITY

6

HOW MUCH DO YOU KNOW ABOUT ALCOHOL AND ALCOHOLISM?

The Discovery

To help children recognize important facts about alcohol and tobacco, including the harmful effects of consuming these substances.

Background Information

Understanding some of the basic facts about alcohol and alcoholism will help children combat the popular media images of alcohol consumption as something cool, sophisticated, and fun. Many children do not have an informed or balanced perspective about alcohol. They may know that it's bad in some ways, but not why; they may have serious misconceptions. To withstand pressure to consume alcohol, young people need to understand why they should "stay smart" and not start.

Materials to Have Available

Worksheets; fact sheets (for grades 5-6, masters 6-1a and 6-1b; for grades 7-8, masters 6-2a, 6-2b)—one set per student

For Groups grades 5-6

Investigation

Distribute Worksheet 6-1, and have children answer the questions. Point out that this is not a test but an inventory. What they don't already know they will have a chance to find out after they answer the questions. After children have completed the questionnaire, have them compare their responses to the questions. Then explain that you're going to give them fact sheets in which they'll be able to find all the correct answers plus additional information. Distribute the fact sheets for grades 5-6, and have children check their answers.

? Focus Questions

- What did you find out that you didn't know before?
- What else would you like to find out?

For Individuals grades 5-6

1. Have children make observations in their community, looking for evidence related to alcohol use, such as advertising (and where it is located), presence of alcohol and empty alcoholic beverage containers in public places, reports of alcohol-related crashes in the news.
2. Encourage children to share the results of their observations.

For Groups grades 7-8

Same activities as for grades 5-6, but using Worksheet 6-2 and the fact sheets for grades 7-8.

For Individuals grades 7-8

Same activities as for grades 5-6.

How You Can Make a Difference

The purpose of this lesson is to enhance children's awareness of the effects of alcohol and alcoholism, not to identify any children as children of alcoholics. Avoid asking them how they came to know what they already know about alcohol, unless they voluntarily offer the information.

Other Ways To Use This Activity

Health/Physical Education: The questionnaires and activities are appropriate for a health curriculum or a health promotion program from the standpoint of nutrition as well as general drug use prevention.

Answers

grades 5-6 1. T, 2. F, 3. F, 4. T, 5. T, 6. b., 7. c., 8. d., 9. b., 10. Possible answers include: beer, wine, wine coolers, whiskey, gin, vodka, sherry.

grades 7-8 1. T, 2. F, 3. T, 4. T, 5. T, 6. F, 7. d., 8. a., 9. Possible answers include: slows the body's reactions, causes stumbling, slurred speech, inability to concentrate; 10. Possible answers include: pressure from peers, family problems, and influence of advertising.

ACTIVITY

7 LOOKING AT STRESS

The Discovery

To help participants recognize sources of stress and their effects.

Background Information

Stress is nervous tension. It occurs when someone perceives a mental, emotional, or physical threat. A person sees an outside situation or object and responds to it in a particular way. The situation may indeed be objectively dangerous, such as the approach of a speeding car, but it is the person's perception of the situation or object and his or her reaction to it that produces the stress. Everyday examples of stressful situations are arguments, overwork, being stuck in traffic, being afraid to fail a test. Reactions to a perceived threat are often variations of the "flight or fight" syndrome, in which powerful hormones trigger an increased heart rate, blood vessels constrict, blood pressure rises, blood sugar and fatty acids increase, nostrils and bronchi dilate, the eyeballs retract, and the pupils dilate. Psychological effects of stress show up in a variety of ways, and include such behaviors as nail and lip biting, eating disorders, shyness, skin rashes, stomach ulcers, and alcoholism.

Materials to Have Available

Worksheets

For Groups grades 5-6

Discussion

Suppose you were walking home from school and a known drug dealer calls out your name. Describe how you would feel. What would your body do? How would your body feel? What thoughts would be in your mind?

Focus Questions

- Do you think this would be an example of stress?
- What other situations might bring about stress?
- Have you seen people who were under stress? How did they act?
- Have you ever been under stress? How did you feel? What did you do about it?

For Individuals grades 5-6

Distribute Worksheet 7-1, and have children complete it. Then guide them through the following simple deep-breathing activity, which allows a person to calm down before attempting to solve a problem.

Sit up straight in your chair, let your hands rest in your lap, and make sure both feet are flat on the floor. Close your eyes and pay attention to your breathing. Slowly count each breath—count "1" when you breathe out, breathe in, and then count "2" when you breathe out again. Keep going up to "5," and then start again.

When you breathe in each time, breathe deeper and deeper, letting your stomach stretch out like a balloon. When you breathe out, bring your stomach in, collapsing the balloon. Keep counting, and keep paying attention to your breath.

As you breathe this way, you'll notice that you are getting calmer and calmer. If you find yourself counting "6 . . . 7 . . . 8 . . . 9," just gently stop and go back to 1.

For Groups grades 7-8

Same discussion activity as for grades 5-6.

For Individuals grades 7-8

Distribute Worksheet 7-2, and have children complete it. Guide children through the breathing activity at the bottom of the page.

How You Can Make a Difference

Some children do not recognize feelings of stress in themselves, even though they are often in stressful situations and indeed do have stress reactions that they act out in various ways. To help children become sensitive to stress and stressful situations, mention some common expressions for stressful feelings, such as "butterflies in my stomach," "shaking like a leaf," and "climbing the wall."

Emphasize that although children may not be able to control the situation that causes the stress, they can learn to control how they react to it so that they can handle the stress. Encourage children to memorize the breathing exercise and to use it regularly.

You can also advise children to use writing, drawing, and physical exercise as ways to relieve stress. In addition, suggest that children carry a small favorite object, such as a stone, a penny, or a picture, in their pockets, to have available when they feel anxious.

Other Ways To Use This Activity

Health/Physical Education: Use this activity to augment a unit on mental health or stress. Point out that learning to handle stress is one of the most important tasks for young people and adults because of the effect of stress on health.

ACTIVITY

8 MAKING UP YOUR OWN MIND

The Discovery

To help children recognize that they have the capacity and the right to think for themselves instead of conforming to peer pressure.

Background Information

Many young people between the ages of 10 and 18 are preoccupied with trying to find out who they are. Though they are most interested in themselves, they are also occupied with their friends and are open to pressure from the group. To be different is difficult for children at this age. Children of alcoholics (and other children raised in homes where there is a lot of stress and turmoil) are especially fearful of being rejected because they already perceive themselves as being different from others, and they may be especially susceptible to negative peer pressure to "fit in."

Materials to Have Available

Worksheets

For Groups grades 5-6

Discussion

Suppose all your friends began to dye their hair bright green. You hate the color green, but you're afraid to be different.

Focus Questions

- What choices do you have?
- What are you really afraid of?
- What could you say to your friends?

Have volunteers role-play this situation.

Using the Worksheet

Distribute Worksheet 8-1, and have children discuss the situations. Additional **Focus Questions** for the first situation—"What choices does Randy have?" "Is there a way he can do both things?" "What might he say to Dennis?" For the second situation—"What choices does Twanda have?" "Is there a way she could make friends with the girls and not drink beer?" "What might she say to Denise?" "What might she say to the girls?" For the third situation—"What choices does Eddie have?" "What could he say to Royal?"

Encourage volunteers to role-play the situations.

For Individuals grades 5-6

Have children shape one or more of their responses to the worksheet in the form of a letter or advice column addressed to the person with the problem.

For Groups grades 7-8

Begin with the same discussion and focus questions provided for grades 5-6. Distribute Worksheet 8-2, and have children discuss the situations. Additional **Focus Questions** for the first situation—"What choices does Lisa have?" "What does Lisa risk if she allows the girls to smoke?" "What might she say to Marcy and Inez so that they remain friends?" For the second situation—"What choices does Jamel have?" "What might Jamel say to his brother's friends to earn their respect?" For the third situation—"What choices does Vicki have?" "What does she risk if she says nothing?" "What might she say to Choan?"

Encourage volunteers to role-play the situations.

For Individuals grades 7-8

Same activity as for grades 5-6.

How You Can Make a Difference

Point out that everyone faces difficult choices sometimes. The choices may seem harder when friendship is at stake, but emphasize that friends who want you to do bad things are not really worth having. Mention examples of people from history who followed their own conscience, who risked unpopularity and even death in order to do what they thought was right. Such individuals include Eleanor Roosevelt (resigning from the DAR when they refused to allow Marian Anderson to sing at Constitution Hall); Harriet Tubman (risking her life to free slaves); Dr. Martin Luther King, Jr., and Malcolm X (speaking out against civil rights injustices); Chinese students in Tiananmen Square (demonstrating against a repressive government); Caesar Chavez (fighting for rights of migrant workers); Osceola (resisting Federal orders to move his people from their homes in Florida).

Other Ways To Use This Activity

Reading: Children may make comparisons between the situations on the worksheet and situations faced by characters in stories.

Language Arts: The discussion and writing activities in this activity apply and extend language-arts skills. Encourage children to check spelling and grammar in their written work.

Social Studies: This activity might be used as an extension of a study of individuals in history who took a stand, risking friendships, popularity, and danger to do what they thought was right.

ACTIVITY

9 STAYING SMART

The Discovery

To help children develop active verbal defenses against peer-group pressure to use alcohol.

Background Information

Young people are surrounded by subtle as well as overt inducements to try alcohol, including media advertisements, scenes of alcohol consumption in TV shows and movies, the presence of alcoholic beverages in the home, and pressure from peers. Most young people do not have a frame of reference that is free of alcohol. In addition, younger adolescents tend to see facts and ideas in isolation. They may ask questions such as "If alcohol is so bad for you, why do people drink it?" They have not developed the conceptual defenses that enable them to personalize the danger of alcohol and resist encouragements to drink.

Materials to Have Available

Worksheet; crayons, paints, paper

For Groups grades 5-6

Review

Ask children to recall some of the facts about alcohol and alcoholism. (See "Growing Up Isn't Easy" and Worksheet 6-1.)

Focus Questions

- What do you think is so hard about "staying smart" and not drinking?
- Why is it important to "stay smart"?

Brainstorm

Review the procedure. (See Activities 3 and 4.) Have groups brainstorm things to say if someone tries to get them to drink alcohol. Encourage them to be as wild and elaborate as they like as long as the message is "No, thanks." As a starter, you might want to say something like, "No thanks. My body's reserved for healthy things" or "No thanks. I need all my brain cells, so I'd rather have noodle soup."

For Individuals grades 5-6

Distribute Worksheet 9, and have children complete it. Then have them role-play the scenes with a partner. Encourage them to design T-shirts or write song lyrics or raps that have "stay smart" messages.

For Groups grades 7-8

Do the activity suggested for grades 5-6. (See filmstrip and Worksheet 6-2.)

For Individuals grades 7-8

Use the activities suggested for grades 5-6.

How You Can Make a Difference

Be sensitive to the fact that some young people begin drinking when they are alone, not as a result of peer pressure, but when they feel lonely, sad, isolated, and hopeless. Point out that "staying smart" includes talking to yourself when you are feeling down. Have children review ways to honor themselves (Worksheets 4 and 5), and work with them to generate such other affirmations as, "No matter how bad I feel, I don't need to drink," "I have a future in which I'll do great things," and "Problems are temporary."

Other Ways To Use This Activity

Health/Physical Education: This activity is a worthwhile extension of studies of how the body grows and changes, as well as peer and family relationships. You may want to emphasize the danger of alcohol to the young person's brain and other organs. You can also acknowledge children's need to "fit in" with a group, but also emphasize the right to stand apart and to make independent decisions, especially if they involve potentially harmful consequences. Stress the importance of an assertive "I" statement when children think of ways to refuse alcohol, such as, "No thanks, I don't drink alcohol." Point out that a good defense is just to keep repeating the statement, like a broken record, if the other person keeps pressuring you to drink.

ACTIVITY

10 WHAT'S IN IT?

The Discovery

To help children read and compare information on beverage labels.

Background Information

Young people are often unable to identify the difference between alcoholic beverages and non-alcoholic beverages on supermarket shelves, sometimes because of the similarities in shapes—for example, the similar shapes between wine coolers and certain sparkling waters—but most often because they do not read the labels. Content labels are not easy to read. Many of the labels contain long, technical words that young people would not understand. Further, in some instances, beer labels do not include the word "alcohol" or "alcohol by volume."

Children can become aware, however, of key words in the content labels of beverages, and they can learn to look for the government warning label on alcoholic beverages.

Materials to Have Available

Worksheet; food-product packages, 3 x 5 cards

For Groups grades 5-8

Discussion

Some children may know that product packages include labels that tell what's in them. Show children an example. Have them discuss why it's important for consumers to know what's in the food they buy. Elicit information by asking:

? Focus Questions

- What are some of your favorite packaged foods?
- Do you know what ingredients are in those favorite packaged foods? How do you know? If you don't know, how would you find out?
- What words would you expect to find on beverages that contain alcohol?

Point out that the contents label on some beers does not contain the word *alcohol*. However, explain that, by law, any beverage that contains alcohol has a label warning of the effects of alcohol on consumers.

Emphasize that it is against the law for anyone under 21 years of age to buy alcohol . Explain that sometimes, however, young people buy alcohol unaware, because they do not read the labels on beverages. Something that looks like mineral or sparkling water might in fact turn out to have alcohol in it. Warn children to look for the word *alcohol* somewhere on the can or bottle. If they see that word, they shouldn't buy the product.

Point out that names of canned and bottled beverages can be tricky.

? Focus Questions

- Which can you legally buy if you're under 21—root beer or malt beer? Which one has alcohol in it?
- Which is safe to buy—ginger ale or brewed ale? Why?

Using thirty 3 x 5 cards, write the terms *malt beer, alcohol, brewed, malt ale, malt liquor,* and *wine* on 12 cards—one term to a card. On the remaining cards, write terms for non-alcoholic beverages, such as *soda, root beer, pop, water, juice, orange juice, apple juice, milk, lemonade,* and so on. Then have children shuffle and deal 4 cards to each of 4 players. Taking turns, each child draws or discards one card to obtain an alcohol-free hand. The first to do so wins the game.

Using the Worksheet

Distribute Worksheet 16, and have groups read and discuss the examples. Provide help, if necessary. Keep the focus on looking for words that indicate whether or not the beverage has alcohol in it. Children may not understand names such as *potassium sorbate,* but that's OK. The key words are *brewed, malt, alcoholic, wine, alc 5%.*

For Individuals grades 5-8

Adults should bring in product labels from several beverages and ask the children whether or not that product contains alcohol. Have children design risk-free labels that clearly indicate that a product has alcohol in it or that it does not.

How You Can Make a Difference

Advise children that if they don't know what's in something, they shouldn't buy it, and they shouldn't eat or drink it. Emphasize that it's their own health and safety that is at stake. Remind children that they need only look for just a few clue words regarding alcoholic beverages in order to avoid buying something with alcohol in it: *alcohol, malt beer, brewed, malt ale, malt liquor,* and *wine*. Emphasize that children should look at all parts of the package because sometimes the alcoholic content is printed on some decorative stripe that's not part of the actual product label. For example, on some wine coolers, the word *alcohol* is abbreviated to *alc,* and the percentage of alcohol, *alc 5% by volume,* appears on a different part of the label from the contents.

Other Ways To Use This Activity

Health/Physical Education: This activity is an important addition to health chapters on consumerism and nutrition. Many beverages are advertised as thirst quenchers for athletes; children should be aware of how to tell if a beverage has alcohol in it or not.

Mathematics: This activity is a good adjunct to chapters on consumer mathematics. Point out that labels on most alcoholic beverages must indicate the percent of alcohol by volume.

ACTIVITY

11

WAYS TO HANDLE STRESS

The Discovery

To introduce children to positive methods of managing stress.

Background Information

Learning stress-management skills is particularly important for children whose family life is often very stressful. They lack the skills to positively handle stress. The two methods introduced in this lesson are progressive relaxation and meditation.

To prepare for the relaxation part of this lesson, try to have a space where children can lie on a clean, preferably carpeted floor for about 20 minutes. Read the relaxation script slowly, so that they have time to perform each segment and observe the effects.

To prepare for the meditation, choose a place and time when children will be able to sit quietly with few outside distractions.

Materials to Have Available

Worksheet; tape recorder with recording of soothing music

For Groups grades 5-8

Demonstration

Have children act out how people look when they are physically uptight or under stress. Then, have them contrast this with how people look when they are relaxed. Elicit responses by asking:

? Focus Questions

- What do you do to relax?
- How do you feel when you relax?

Guided Progressive Relaxation

Have children lie on the floor on their backs, with hands at their sides, palms up. Have them close their eyes and mouths and begin to breathe deeply in and out, relaxing as much as possible. You can play soft music as you slowly read the following script.

Breathe in deeply. Exhale slowly, release the tension in your body.

Begin to relax each part of your body. Start by tightening your foot muscles. Hold . . . hold. Now release, leaving your feet completely relaxed.

Next, tighten your leg muscles. Hold . . . hold. Now release, gently roll your legs from side to side to relax them. Now tighten your stomach muscles. Hold . . . hold. Now release. Breathe in deeply, and breathe out slowly, relaxing your stomach and chest. Now tighten the muscles in your buttocks. Hold . . . hold. Now release.

Next, tighten your hands into fists. Hold . . . hold. Now release. Wiggle your fingers to loosen and relax them. Next, squeeze your shoulders tightly up toward your ears. Hold . . . hold. Now release and move them slowly downward to their normal position.

Finally, squeeze your face muscles as tightly as you can. Hold . . . hold. Now release and breathe in and out. Feel your whole body relaxing.

Encourage children to practice this relaxation technique on their own, resting in the relaxed state for 10 to 20 minutes at a time.

Guided Relaxation

This activity can be used after the activity above or after the sitting relaxation in Lesson 7 (Worksheet 7-2).

Close your eyes. Imagine a globe of golden sunlight floating above your head. Imagine it moving slowly over your body. Feel its warmth. Now imagine it moving downward from your head to your neck . . . then to your shoulders . . . and to your chest . . . feel its warmth and relaxing power in your arms and hands . . . now it is over your stomach, relaxing it. Now it moves down to your thighs, relaxing them . . . then to your knees . . . and to your calves . . . and finally, to your feet. Now you are totally relaxed.

For Individuals grades 5-8

Distribute Worksheet 11. Have children script and record a personal relaxation tape using their own images and metaphors. Caution them to read their scripts slowly as they record, so that there will be enough time to fully relax during each part. Children might work in pairs before recording—with one of them reading, while the other follows the steps so that the timing is appropriate.

How You Can Make a Difference

To develop positive stress-management skills, children need a supportive environment, structured learning, practice, and self-acceptance. You can help by letting them know that it's OK to sit or lie alone for 20 minutes without distractions; it's OK to go for a walk in order to clear their heads; it's OK to recognize that they have feelings.

Other Ways To Use This Activity

Health/Physical Education: Because of the physical action involved, this activity would be appropriate as part of a physical-education class.

Language Arts: In making their own meditation scripts and tapes, children will be using oral and written language-arts skills. Following relaxation and meditation directions will sharpen listening skills.

ACTIVITY

12 MAKING A PLAN TO REACH YOUR GOAL

The Discovery

To help children recognize that many of their actions have consequences that they can anticipate when making decisions.

Background Information

Many young people do not have a strong sense of control about events in their lives. Indeed, there are so many things they, as adolescents, do not and cannot control, that they often don't see the possibility of planning or of having the power to make decisions that will bring about a desired result. This problem is compounded for children of families that have alcohol-related or other severe problems. Young people need to develop a sense of what it is that they can control and how to control these things. This, in turn, will help them develop positive expectations for the future.

Materials to Have Available

Worksheets; magazines, newspapers, crayons, paints

For Groups grades 5-6

Discussion

Explain that a goal is something you would like to do, to have, or to be; and something that is within your power to try to accomplish. Give examples, such as getting a good grade on a test, graduating from high school and college, saving enough money to buy new sneakers. Ask children to describe a goal they have. If any children are not comfortable identifying a goal for themselves, suggest they think of a goal for someone their age.

Brainstorm

Brainstorm ways children might achieve their goals.

Focus Questions

- What things might you have to give up in order to reach your goal?
- What steps would you need to take?
- How long would it take?

Point out that everyone can make goals and plan ways to achieve those goals. Explain that in achieving a goal, you have to make decisions, and those decisions may have consequences that lead either toward or away from the goal. Emphasize that goals are not permanent; someone may decide after a while to change his or her goal or to keep pursuing it. That is a choice we all can make.

Using the Worksheet

Distribute Worksheet 12-1. Have children work in groups to read, discuss, and do the calculations that help reach the goal.

For Individuals grades 5-6

Distribute Worksheet 12-2. Have children describe their own goals and write plans to achieve them. Encourage them to be as specific as possible, including calculating the amount of time involved in reaching their goals. Allow children to share their finished plans with others.

For Groups grades 7-8

Have children discuss goals and plans, using the same guidelines provided for grades 5-6. Distribute Worksheet 12-3, and have children work in groups to read, discuss, and do the calculations that help reach the goal. Be sure to allocate lots of time for this activity.

For Individuals grades 7-8

Same activity as for grades 5-6, using Worksheet 12-4.

How You Can Make a Difference

Support children as they gain a sense of control over certain aspects of their lives. Encourage them to know what they want—to describe it in detail; to visualize it—to see how it looks having or doing or being what they've chosen; to expect it to happen—to have no doubts that they can make it happen by planning and following through with a plan; to pursue it—to take action and make decisions that bring them closer to their goals; to be realistic—to reevaluate their goals and change them if they like. Emphasize the importance of having a positive attitude.

Other Ways To Use This Activity

Social Studies: Use this activity to extend an investigation of goals that historical figures, communities, and societies have had, as well as goals of modern individuals, communities, and societies.

Health/Physical Education: This activity can help children identify goals related to health (such as keeping your body drug- and alcohol-free) and physical activity (such as lifting a certain weight, running a certain distance, learning to swim).

Community: Children can set goals for their community, such as keeping streets free of litter, cleaning up a vacant lot, planting a community garden.

ACTIVITY

13 CAN WE TALK?

The Discovery

To help children learn to listen attentively to each other and to recognize that when they speak, it is possible to be heard and understood sympathetically.

Background Information

Among difficulties with which adolescents cope is the feeling that no one really listens to what they have to or want to say. Some teens, indeed, clam up and have difficulty talking to anyone. At the other extreme are teens who are compulsive talkers, covering up for feelings of inadequacy and unworthiness; they talk, but they don't feel listened to. Some teens fear being ridiculed or rejected for expressing something personal. This problem is compounded for children of alcoholics and others living in high-risk families because they may be hiding a terrible secret from people outside the family. The need to maintain the family secret dampens both trust and communication, resulting in feelings of isolation and alienation. Within the family, children of alcoholics may also feel isolated—either because they are ignored by an alcoholic parent or because they feel vulnerable and afraid around a parent who drinks. They often withdraw.

Materials to Have Available

Worksheets; tape recorder, tape of people talking (such as the sound of a crowd at a concert or random conversations from TV)

For Groups grades 5-6

Discussion

Play a tape of people talking. Introduce the topic of talking by pointing out that it is both one of the easiest and one of the hardest things to do.

Focus Questions

- What are some times when it's important to talk to other people?
- What are some times when it's important to listen to others? (Encourage children to think of as many realistic situations as they can.)
- How can you make sure someone is really listening to what you say?
- How can you help someone understand that you are hearing what he or she says? (Encourage children to cite examples from their own experience and observations.)

Using the Worksheets

Divide children into two groups. Distribute Worksheet 13-1 to one group. This group will be the listeners. Distribute Worksheet 13-2 to the other group. This group will be the talkers. Have children in each group study their worksheet, and quietly discuss the instructions and contents. After both groups have read and discussed their worksheets, pair off listeners and talkers. Have each pair spend 5 minutes using the worksheets, actively talking and listening. Then regroup. If children seem nervous or scared, allow them to practice the relaxation exercise (Activity 7) for a few minutes. Distribute Worksheet 13-1 to the former talkers and 13-2 to the former listeners. Allow the groups to discuss their ideas and then pair off. After the activity, have children discuss how they felt about the activity and what they learned from it.

For Individuals grades 5-6

Have children write something they would like someone else to hear—something that expresses how they feel, what they think, what they see. It may be in the form of a paragraph, poem, or jingle. Then have them rehearse. Using the guidelines on Worksheets 13-1 and 13-2, have volunteers share their expressions with others.

For Groups grades 7-8

Same activity as for grades 5-6, but using Worksheets 13-3 and 13-4.

For Individuals grades 7-8

Same activity as for grades 5-6.

How You Can Make a Difference

Make a special effort to encourage shy or withdrawn children to communicate with you. Try to create a quiet, nonjudgmental atmosphere in which children feel free to talk about matters that are important or troubling to them. Advise them that there may be times when they can't tell someone what they have to say, for various reasons that may be beyond their control—the person may not want to listen, may be wrapped up in his or her own problems, may not be around, may not be trustworthy. However, explain that they can always write down their thoughts and feelings, and that this is a helpful way to get something off their minds.

Other Ways To Use This Activity

Language Arts: Oral, listening, speaking, and writing skills can be enhanced through this activity. Use it as an opportunity to help children see how important these modalities are to interpersonal communication and to self-expression.

Health/Physical Education: Expressing feelings and listening effectively to others are important mental health issues for teens. Use this activity to introduce or expand these ideas.

ACTIVITY

14 SOLVING PROBLEMS PEACEFULLY

The Discovery

To help children recognize and value nonviolent ways of responding to provocative situations.

Background Information

Many young people act impulsively and see physical fighting as the only response they can make when they are provoked. Some children from families with alcohol-related or other serious problems may act in belligerent ways toward others. In addition, teens are rarely willing to admit that they are out of control. To some extent, they feel honor bound not to admit any wrongdoing, even if they are embarrassed by their behavior. A sense of impunity, along with violent behavior, is characteristic of youth gangs. Young people need to learn that there are nonviolent ways to work out aggression, that stepping away from a fight can be more honorable than getting into one, and that one can be assertive without being violent.

Materials to Have Available

Worksheets; crayons or markers, large sheets of paper

For Groups grades 5-6

Discussion

Open the discussion by asking children to talk about ways people try to settle problems among themselves. Then have them imagine this situation: You live in a world where physical fighting is forbidden—if you touch another person in anger, you'll turn to stone forever.

? Focus Questions

- How would you deal with situations in this world if you were provoked to anger?
- Why don't more people use some of those methods now?
- If you had a magic belt that would keep you from ever having to have a fistfight with anyone, would you wear it?

Point out that since we don't have magic belts, we need to think carefully about what we say to others and how we behave toward others in order to avoid fighting. Emphasize that we do not have to give up or ignore our feelings in order to get along with others nonviolently.

Using the Worksheet

Distribute Worksheet 14-1, and have participants discuss nonviolent ways that each person might use to solve the problem. Then have participants take turns role-playing solutions. If children seem anxious, encourage them to do the relaxation exercise (Activity 7).

For Individuals grades 5-6

Have children design posters and make up slogans supporting nonviolent solutions to problems. Examples are "Talk, don't fight"; "Let violence be your enemy"; and "Be smart. Walk away from a fight."

For Groups grades 7-8

Discussion

Same questions and discussion as for grades 5-6. Mention people in history who espoused nonviolent behavior—Moses, Jesus Christ, Mohandas Gandhi, Dr. Martin Luther King, Jr. Have participants discuss their feelings about these people.

Focus Questions

- Were they honorable people?
- Did they accomplish what they set out to do?
- Are they widely respected or revered?
- Why are they good models to follow?

If some children are unfamiliar with these individuals, have them look them up in an encyclopedia and report the information to the group.

Point out that being nonviolent does not mean not standing up for one's rights or not expressing one's feelings. Have groups brainstorm and discuss ways to be assertive without being violent as a response to name-calling or being physically attacked.

Using the Worksheet

Distribute Worksheet 14-2. Have children discuss the situations and ways to resolve them nonviolently. Then have them role-play the situations and their solutions.

For Individuals grades 7-8

Same activity as for grades 5-6.

How You Can Make a Difference

Violence among teenagers is a serious problem in our communities. Encourage continued discussion of this topic and practical ways teens think it can be solved. If possible, involve children in more nonviolent assertiveness activities, perhaps even setting up a nonviolent code of conduct for children. Advise children that they may not always get their way, but the important thing is to express themselves. Encourage more stress-reducing activities, such as sports, hobbies, and physical exercise. Try to work individually with, or advise counseling for, children who are either overly aggressive or overly passive.

Other Ways To Use This Activity

Social Studies: Use this activity to enhance a discussion of problems faced by societies.

Health/Physical Education: This activity can be used to augment a study of interpersonal relationships and assertiveness.

ACTIVITY

15 FEELING GOOD NATURALLY

The Discovery

To help children identify non-alcohol and other non-drug-related ways to feel good, focusing on physical activity.

Background Information

The intense emotions of childhood and adolescence go hand in hand with a high level of physical activity during these periods of growth. Some children, however, are not able to properly channel their feelings through positive, healthful physical activity, either because they are not aware of how to do it or because their opportunities are limited by environment or disability. Some children try to escape awkwardness, loneliness, or other painful feelings or problems through alcohol and other drugs. They are not aware that physical activity can produce a satisfying, natural, healthy "high" that they can create almost any time and any place.

Materials to Have Available

Worksheet; pictures of people engaged in sports, dance, or other aerobic activity; reference materials; chart paper; stopwatch

For Groups grades 5-8

Discussion

Display the pictures of people engaged in sports, and so on, and have children identify the activities.

Focus Questions

- What are some physical activities you enjoy, such as running and swimming? (Have a volunteer list these activities on the board.)
- How do these activities make you feel?

Point out that the reason children feel good during and after physical activity is that their hearts beat faster, increasing the circulation of blood, which, in turn, increases the amount of oxygen received throughout their bodies and reduces stress. Explain that a simple 12-minute physical activity, such as running in place or dancing, is a quick and easy way to feel good naturally.

Using the Worksheet

Distribute Worksheet 15. Have children work in pairs to take each other's pulse rate at rest. Guide them through the instructions on the worksheet. Then have them run in place for 3 minutes and take another pulse reading. Direct pairs to figure out their maximum and target (training) heart rates. CAUTION: If any children are seriously overweight or disabled, you may want to excuse them from this activity. Do so, however, in a way that does not stigmatize the child, (e.g., by selecting only a few to demonstrate the activity). Explain that in this short activity, children will not have reached their target heart rate; this is just a demonstration to see how to go about it. On their own, they will need to check their pulses after 5, 10, and 15 minutes of activity. Caution them not to overdo it and go beyond their target heart rate.

For Individuals grades 5-8

Have children complete the rest of the worksheet. Encourage them to learn about other physical activities that can help them achieve their target heart rate, reduce stress, and feel good naturally.

How You Can Make a Difference

Emphasize the advantages of positive physical activity: it improves physical and mental health, reduces stress, improves general energy level, is enjoyable—participants can choose among dozens of activities—costs nothing or very little, increases life expectancy, and does not harm the body. Encourage children to form their own aerobics teams and to use physical activity when they are alone as a way of working their way out of a bad mood. Point out that being physically active does not necessarily mean engaging in competitive sports. Review some of the physical activities that have beneficial health effects, including jumping rope, yoga, power walking, hiking, handball, roller-skating, playing frisbee, biking, and gymnastics. The goal of physical activity is not to win, but to stay fit and feel good. Children should find their own training level and use this as a measure of comfort and personal development.

Other Ways To Use This Activity

Health/Physical Education: This activity helps children understand why physical activity is important and how it affects their bodies. To be physically active in a positive and healthful way, children need not compete.

Science: Use this activity to augment a study of the heart and its functions.

ACTIVITY

16 WHAT ARE THEY REALLY SAYING?

The Discovery

To help children think critically about commercials and print ads for alcoholic beverages.

Background Information

Young people see hundreds of television advertisements for alcoholic beverages during a year. In regular TV shows, characters are shown drinking alcoholic beverages twice as often as they are shown drinking coffee, tea, soft drinks, and water combined. The prevalence of alcohol on TV, in print advertisements, on radio commercials, and in sponsorships for music concerts and sporting events creates a powerful social endorsement for alcohol consumption.

Materials to Have Available

Worksheet; newspapers, magazines, scissors

For Groups grades 5-6

Discussion

Have groups discuss where they have seen commercials and advertisements for alcoholic beverages. Encourage children to describe what they have seen and heard, including slogans, kinds of people shown, celebrities, characters, and scenes they recall.

? Focus Questions

- How realistic do you think the ads are?
- How is the drinking behavior shown in the ads different from drinking behavior you've seen in adults?
- What do you think the ads are really saying about alcohol?

Provide newspapers, magazines, and scissors, and have groups find and cut out ads for alcoholic beverages. Have them label the components of the ads, describing what the people are doing, what location is shown, how the product is shown (How do the advertisers make it look desirable?), what the stated message or slogan is. Have groups display and discuss their ads. You may want to have children use Worksheet 16 as a guide for this activity.

For Individuals grades 5-6

Distribute Worksheet 16. Have children recall one TV or print advertisement they've seen. If you have time, you may want to assign this as an overnight or over-the-weekend assignment so that children have an opportunity to see the commercial or ad again. Have children fill out the worksheet. Then have them compare and discuss their findings.

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For Groups **grades 7-8**

Same discussion as for grades 5-6. In addition, children should talk about the racial and socioeconomic class of people the ads depict and what the ads are saying about drinking and people who drink. You may want to use Worksheet 16 for this activity.

Have children work together to make up a counter advertisement—one that depicts the social, health, and legal consequences of alcoholic beverages for youth under 21. Children should include factual information, such as the harmful effects of alcohol on friendships, relationships, and the body, and the legal age at which alcoholic beverages can be bought.

For Individuals **grades 7-8**

Same activity as for grades 5-6.

How You Can Make a Difference

Emphasize the power of media to make some things seem more attractive and enjoyable than they really are. Be aware that many children may have difficulty accepting the fact that beer commericals, for example, don't tell the truth. Point out that the job of commercials is to sell products, not to tell the truth or to protect consumers from substances that may harm their health. You may want to guide children in a debate about whether or not commercials for alcoholic beverages should be allowed on TV at all, banned the way commercials for cigarettes have been, or whether equal time should be given to messages about the potentially harmful effects of drinking alcohol.

Other Ways To Use This Activity

Reading/Language Arts: The emphasis on analysis and critical thinking make this activity a good application of reading/language-arts skills.

Health/Physical Education: Use this activity to help children develop a sense of ways in which they need to use their minds to protect their bodies—by being critical of commercials and advertisements for alcoholic beverages.

Mathematics: This activity is an excellent opportunity for hands-on poll analysis. As a whole group, have children quantify the data from their worksheets, calculating percentages of those who saw and remembered the same commercial, those who agree that the commercial shows real life as they know it, those who don't, those who believe the commercial tells the whole truth about alcohol, those who don't, and so on.

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ACTIVITY

17 LANDING ON YOUR FEET

The Discovery

To help children recognize that they can eventually overcome hardships and bounce back from difficult times.

Background Information

Although most young people dream of success, they do not always think about what it takes to achieve their goals. Children from families with alcohol-related or other serious problems may be depressed and hopeless about their own futures. For example, they may see themselves as permanently locked into a role as caretaker. They may not recognize their right to have their own goals or to pursue those goals despite obstacles. They may also lack awareness of role models—individuals who have overcome serious obstacles or bounced back from hardships.

Materials to Have Available

Worksheets

For Groups grades 5-6

Discussion

Everybody faces some problems in life. Some problems are more serious than others, but they all have to be dealt with in some way, and many people succeed in overcoming big as well as small problems.

? Focus Questions

- What kinds of problems might a young person face today?
- What are some things that help people overcome their problems?
- What are some examples of ways people have overcome problems in their lives?

List children's ideas on the board. Encourage them to draw on their own experiences and knowledge, but don't pressure them to reveal difficult personal situations. Suggest examples from literature of people who overcame childhood problems, such as *Anne of Green Gables* and *Tom Sawyer.* Read aloud Langston Hughes's poem "Mother to Son," and have children discuss it. Have the children make up slogans of encouragement and draw pictures showing people overcoming problems.

For Individuals grades 5-6

Distribute Worksheet 17-1, and have children complete it. Encourage them to keep a journal in which they describe a goal and how they are solving problems in order to reach that goal.

For Groups grades 7-8

Same group discussion as for grades 5-6. In addition, encourage children to cite people they know of who have achieved their goals and to identify any obstacles these people overcame.

For Individuals grades 7-8

Distribute Worksheets 17-2 and 17-3. Have children read the worksheets to learn about how some famous people overcame obstacles in pursuing their goals. Then have children use Worksheet 17-3 to identify personal goals, possible obstacles, and a plan for meeting their goals.

How You Can Make a Difference

Explain that a goal is something children want to do and feel they have the power to accomplish. It can be something immediate, like getting home safely, or something long term, such as becoming a scientist. Point out that it's OK for children to have more than one goal or to change their goals from time to time. Point out that the goal should be important to them—something to plan and work toward, despite obstacles. Advise children that some obstacles may seem overwhelming or beyond their ability to control. Explain that when they face such problems, they have choices, such as working on the problem to try to eliminate it or changing their goal slightly or in a major way. Encourage them to seek out help—advice from family members, community workers, teachers—in dealing with obstacles.

Other Ways To Use This Activity

Health/Physical Education: This activity can be used to support the idea of physical healing as a goal after an illness or injury.

Language Arts: The topics of goals and problems or obstacles in this activity engage children in using oral- and written-language skills.

Social Studies: This activity provides a way of extending the study of resilience among historical figures.

ACTIVITY

18 HOW MUCH DO YOU KNOW ABOUT YOUR BODY?

The Discovery

To help children appreciate the complexity and preciousness of the human body.

Background Information

Young people between the ages of 10 and 18 feel almost immortal. They don't believe that they are in any physical danger from the world—certainly not from anything they eat, drink, or inhale. This sense of being invulnerable often underlies risk-taking behavior, which may include trying drugs, alcohol, and tobacco. Therefore, young people can benefit from learning facts about the body and its functions. This information, in turn, will provide them with a basis for understanding the harmful effects of alcohol and other drugs.

Materials to Have Available

Worksheets; fact sheets (grades 5-6, Masters 18-1a and 18-1b; grades 7-8, Masters 18-2a and 18-2b)—one per participant; a stopwatch, digital watch, or watch with a second hand; disposable thermometers—one per participant

For Groups grades 5-6

Investigation

Distribute Worksheet 18-1, and have children discuss the questions and answer them.

After they've completed the questionnaire, have them compare their responses. Then explain that they'll be able to find out the correct answers, plus additional information in their fact sheets. Distribute the fact sheets for grades 5-6, and have children check their answers.

? Focus Questions

- What did you find out that you didn't know before?
- What else would you like to find out?

Encourage children to verify heart rate and temperature by taking each other's pulse and temperature. Instruct them to place the first two fingers of their right hands on the underside of their partner's left hand, just below the wrist. Have them count the number of beats in 10 seconds and multiply that by 6. Have them use disposable thermometers to take each other's temperature. (Shy or fearful children can take their own pulse and temperature.)

For Individuals grades 5-6

1. Have children find facts (e.g., in the library) about the effects of alcohol on the body. Encourage them to write about or develop a drawing depicting these facts.
2. Have children make a list of questions they have about the human body. Challenge them to do their own research to find answers.

For Groups grades 7-8

Same activities as for grades 5-6, but using Worksheet 18-2 and the fact sheets for grades 7-8.

For Individuals grades 7-8

Same activities as for grades 5-6.

How You Can Make a Difference

Emphasize not only the intricate and miraculous nature of the human body—its variety, its resilience—but also the ways in which young people can carelessly abuse their bodies through bad eating habits and through alcohol, tobacco, and other drug use. Point out the negative effects of alcohol in relation to teen concerns—bad breath, getting sick, gaining weight, and so on.

Other Ways To Use This Activity

Health/Physical Education: Use this activity to extend the study of the human body.

Science: This activity can be used to augment an investigation of life science or a discussion specifically directed to the human body. The experiments with taking pulse rates and temperatures offer an opportunity to apply scientific methods and information.

Reading/Language Arts: The self-check format helps children apply important test-taking skills. Opportunities for discussing, comparing data, and writing will help participants apply reading and language-arts skills.

Answers

grades 5-6 1. T, 2. T, 3. T, 4. F, 5. T, 6. b., 7. c., 8. b., 9. b., 10. Possible answers include: getting enough sleep, exercising, eating a balanced diet, not taking drugs or drinking alcohol, not smoking.

grades 7-8 1. T, 2. F, 3. F, 4. F, 5. T, 6. c., 7. b., 8. c., 9. c., 10. Possible answers include: getting enough sleep, exercising, eating a balanced diet, not taking drugs or drinking alcohol, not smoking.

ACTIVITY

19 THE FAMILY FEELING—FROM NEAR AND FAR

The Discovery

To help children recognize sources of support and nurturing outside the family.

Background Information

Children may have a limited sense of what constitutes a family. They may think the "ideal" family consists of mother, father, and children. They may feel ashamed or embarrassed if their own caretaking situation does not reflect that structure. Further, if children are not receiving the kinds of emotional support they need, they may feel hopeless and depressed, they may believe themselves unworthy of love, and they may not actively seek sources of support outside their immediate families. Children should be helped to recognize that there are many kinds of families; that they can expand their idea of "family" to include people outside their immediate families who can be sources of support; and that they can gain support and comfort through books, music, writing, painting, sports, and nature, even though sharing these things with others can be more rewarding.

Materials to Have Available

Worksheet

For Groups grades 5-6

Discussion

Have children discuss how families on TV and in books are different from or similar to families they know. Try to keep this an objective discussion. Avoid asking children to describe their own personal families.

Focus Questions

- Are all families the same?
- What are some of the different kinds of families?
- What do families provide?
- How might you expand your own family—make it grow to include other people and other things you need or would like to have?

Have a volunteer list different family structures—mother, father, children; mother and children; father and children; guardian and child; grandparent and child; foster parents and children; and so on. List kinds of things families provide besides food and shelter, such as

89

love, kindness, help, wisdom, guidance, and understanding. Explain that these are all things we need, but we may not always get them from our regular families.

Ask children if they've ever heard terms like *mother nature, mother earth,* and *father time.* Have them discuss what these mean and how they think the terms came about.

For Individuals grades 5-6

Distribute Worksheet 19. You may want to discuss the quote with children before having them complete the worksheet.

Afterward, suggest that children draw a picture or make a collage showing a special connection with someone or something in their "expanded" family.

For Groups grades 7-8

Same activity as for grades 5-6.

For Individuals grades 7-8

Same worksheet activity as for grades 5-6.

How You Can Make a Difference

Emphasize that there are all kinds of families and that we can both extend and receive family feeling. We can be friendly, loving, and understanding toward people outside our families. We can also receive friendship, love, and understanding from others outside our families. We can embrace such things as nature, music, science, sports, and religion. These things in turn can provide us with a kind of family feeling or spiritual comfort. Point out that these interests may indeed be shared with members of one's immediate family and with friends, which enhances the benefits.

Other Ways To Use This Activity

Reading/Language Arts: As a discussion and writing activity, this lesson can enhance reading selections on such topics as families, friendship, nature, or beauty.

Social Studies: This activity can be used to introduce or enhance a study of families in different cultures.

ACTIVITY

20

ASKING FOR HELP

The Discovery

To help children recognize when they need help and how to ask for it.

Background Information

Many children from families with alcohol- or drug-related problems have impaired ability to express themselves, which can impede their school performance, peer relationships, ability to develop and sustain intimate relationships, and ability to ask for help when they need it. They may be out of touch with their feelings, especially if feelings are "not allowed" in their home, as often happens. Such children may be very withdrawn, fiercely independent, or very aggressive and hostile. These children may need to keep their feelings hidden until they feel very safe with someone.

Materials

Worksheet; number cube or die, phone directory

For Groups grades 5-6

Brainstorm

Have groups brainstorm verbal ways to ask for help. Encourage humorous as well as serious ways to ask for help. Have a volunteer write the expressions on the board. (Don't pressure everyone to come up with ideas; allow shy or reluctant children to just listen.)

? Focus Questions

- What are some of the many ways someone might ask for help?
- What are some ways that don't use words?

Then have groups brainstorm situations in which someone might ask for help.

? Focus Questions

- When might someone need to ask for help?
- What are some crazy or silly things that might happen?

Using the Worksheet

Distribute Worksheet 20, and have children work in pairs or small groups of three or four to play the game. You will need only one worksheet for each pair or group. The rules of the game are that players throw a number cube or die and follow the directions in the square on which they land. Encourage children to role-play their requests for help. You can suggest that they refer to the list of such requests that was generated in the brainstorming activity. The winner is the person who finishes first, but the point of the game is that everyone gets a chance to evaluate a situation, to decide if he or she needs help, and to ask for help in different situations.

For Individuals grades 5-6

Have children write about a time when they asked for help or a time when they wished they'd asked for help, but didn't. Encourage them to express their ideas in any written form they like, such as a narrative description, poem, letter, or song lyric. Advise them that their work remains personal unless they choose to share it.

For Groups grades 7-8

Same activity as for grades 5-6.

For Individuals grades 7-8

Same activity as for grades 5-6.

How You Can Make a Difference

Point out that there's really no right or wrong way to ask for help; the main thing is to just ask. Acknowledge that asking for help is difficult, but with practice, children can learn that they're neither helpless nor isolated. Guide them toward recognizing that asking for help is a sign of strength, not weakness. It means a person understands that everyone needs help from time to time, that everyone has the right to ask for help, and that nobody is perfect or completely self-reliant. Point out that we often learn most from our mistakes.

Provide a telephone directory, and guide children in using it to find emergency numbers, addresses and phone numbers of relatives, and addresses and phone numbers of such organizations as Alateen and Alanon.

Other Ways To Use This Activity

Reading: Use this activity to extend a piece of literature based on a selection in which a character asks for help.

Language Arts: Use this activity to emphasize the value of speaking and writing to ask for help. Although the goal of the lesson is simply to get children to recognize when they need help and to ask for it in any way that works, you might spend time examining varieties of ways to ask for help and identifying ways that are more appropriate or less appropriate to a given situation.

ACTIVITY

21 LOOKING AT YOUR LIFE

The Discovery

To help children recognize that they are more than the sum of the individual parts of their lives.

Background Information

Children from families with alcohol- or drug-related problems may have a kind of "tunnel vision" regarding their lives. They may see themselves mainly in the role to which they've adapted in their family—caretaker, lost child, clown, perfect person, and so on. Children need to recognize that in addition to their families, they are connected to and have a place in other areas of life—community, friendship, tribe, school, religious or spiritual association, age group, the physical world—and that all of these provide opportunities for growth and development of healthy attitudes.

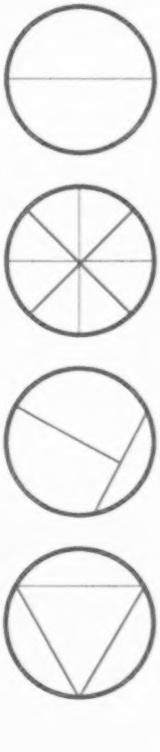
Materials to Have Available

Worksheets; newspapers, magazines, scissors

For Groups grades 5-6

Discussion

Introduce the concept of part/whole by drawing a circle on the board and dividing it into four equal parts. Explain that the circle stands for a whole thing, such as a pie, a cake, a day, a group of people, all the movie houses in town, or even someone's life. Point out that the sections are parts of the whole, and that there could be any number of parts, depending on how you draw the lines within the circle. Demonstrate some possibilities, such as those shown at the left.



Have each group draw a poster-size circle on a large sheet of paper.

Focus Questions

- What are some things our circles could stand for?
- How shall we divide our circles?
- What can we put in each part?

If necessary, suggest categories such as people, places, animals, or plants. Examples of subcategories for *people* include: children, men, women. Have children make a collage or drawing to illustrate the different parts of their pie charts. Then have them title their pie charts and label each of the subsets. Invite groups to share their posters with each other.

For Individuals grades 5-6

Distribute Worksheet 21-1, and have children complete it. You may want to discuss the instructions to make sure they are understood. Provide vocabulary or make suggestions as necessary. After children have completed their worksheets, discuss the fact that each of us has several parts to his or her life. Point out that some parts may be more important than others right now, but that they can change in both importance and in the amount of time spent on them from day to day and from year to year. Point out that we add new parts and change or drop old parts as we get older.

For Groups grades 7-8

Have small groups conduct surveys of "parts" within their school or community, such as clubs, committees, number of students, number of teachers, number of residents, number of stores, number of sweat lodges, and so on. Then have groups make a pie chart representing their school or community and its parts. Have them discuss the question "Is the school or community more than the sum of its parts?" Encourage them to consider ways in which the school or community means more than just the parts that make it up. Have participants make drawings or collages to illustrate various aspects of their school or community.

For Individuals grades 7-8

Distribute Worksheet 21-2, and have children complete it.

How You Can Make a Difference

Emphasize not only the more obvious parts of participants' lives, such as family, friends, community, tribe, and school, but also mental (learning, thoughts, willpower, rights), physical (exercise, sports), emotional, and spiritual aspects of one's life. Indeed, these are what contribute to the sense of there being more to one's life than more easily identifiable and quantifiable parts.

Other Ways To Use This Activity

Social Studies: The suggested small-group activities can be used to augment a unit on communities.

Reading/Language Arts: Participants will have ample opportunities during this activity to apply reading/language-arts skills, including categorizing, discussing, and writing.

Mathematics: Use the suggested small-group activities for grades 7-8 as a way to introduce sampling techniques.

ACTIVITY

22

CONNECTING

The Discovery

To help children take steps toward making connections with other people through friendship.

Background Information

For most young people, friendships are the most important relationships in their lives. One survey found that teenagers felt their friends understood them better than their parents or their favorite teacher. Yet close friendships are the most difficult relationships to develop and maintain. Young people from families with alcohol- or drug-related problems frequently have trouble developing and maintaining friendships. Because of their family "secret," they may be reluctant to risk developing friendships because of fear that if a friend discovered the "secret," it would lead to embarrassment and even pain. These young people need gentle encouragement and guidance in learning to reach out to form friendships. It is important to establish an atmosphere of openness and trust within which children feel comfortable discussing their experiences, needs, desires, and fears regarding friendship.

Materials to Have Available

Worksheets; paper and pencils or a tape recorder

For Groups grades 5-6

Brainstorm

Have group members collaborate on a story, legend, or fable in which two characters learn to trust each other and become friends. Members can pick one of the group to record the tale with pencil and paper or with a tape recorder.

? Focus Questions

- What are some of the ways people learn to trust one another?
- How do you feel when you know someone trusts you?

For Individuals grades 5-6

Distribute Worksheet 22-1, and have children complete it. Afterward, you may want to have children share their writing with each other. Encourage them to begin a friendship journal in which they write about their relationships with other people and other things that they might consider friends, such as pets, trees, nature, and so on.

For Groups grades 7-8

You may want to have groups try the same activity suggested for grades 5-6.

For Individuals grades 7-8

Same procedure as suggested for grades 5-6, but using Worksheet 22-2. You may want to suggest that children write slogans, songs, or poems in response to some questions. They might also combine all their responses in a letter to someone. Encourage children to make drawings or posters illustrating the theme of connections.

How You Can Make a Difference

Encourage children to join school and community groups as a way of expanding their interests and friendships. Post names, addresses, and meeting times of such groups. Point out that there are different levels of friendship: some people are acquaintances with whom we might exchange greetings and factual information; casual friends who may discuss other people's ideas or opinions; close friends who share each other's personal opinions; and intimate friends who trust each other and share feelings, hoping to be understood and accepted. Explain that not everyone we would want to be an intimate friend can be one—some people will remain acquaintances or close friends. Advise children to expect disappointments as a part of the risk they take in trying to form friendships, but this should not be a reason to stop trying to make friends with other people. Point out that many things take practice, including making and keeping friends.

Other Ways To Use This Activity

Social Studies: These activities can serve as an introduction to or extension of a study of different cultures and the common needs of people of all cultures.

Health/Physical Education: The hands-on activities are appropriate for physical education situations and can be used to reinforce the positive effects of team membership.

Reading/Language Arts: Children may revise their written work for a more formal presentation, checking spelling and grammar.

ACTIVITY

23

GROWING AND CHANGING

The Discovery

To help children recognize that situations can be viewed from different vantage points; that, regardless of their situation, they can create a better world for themselves.

Background Information

Children of alcoholics, like other children, are at the center of their own worlds; they believe that they themselves are the "cause" of the world. In a psychological and behavioral sense, children can too easily reach the conclusion that they are the cause of their own unhappiness. From a prevention point of view, it is important to help children recognize that they are not the cause of their own unhappy situation, but that they can indeed create a better world for themselves. This is the real meaning of "resilience."

Materials to Have Available

Worksheets; clear water glass, pitcher of water

For Groups grades 5-6

Demonstration

Draw children's attention to the empty glass. mark a halfway point on the glass and have a volunteer pour water into the glass up to the mark. Tell children to look at the glass and think about how much water is in the glass.

Focus Questions

- How many would say the glass is half full?
- How many would say the glass is half empty?
- Is being full better than being empty? Why or why not?
- What are some times when being full might not be so good?
- What are some times when being empty might not be so good?

Point out that many situations we encounter in life can be seen in more than one way. Explain that the way we see something often determines how we act on it or think about it. By changing our point of view about something, we can sometimes solve a problem, avoid trouble, and keep a positive attitude.

Using the Worksheet

Distribute Worksheet 23-1, and have children discuss the issues. If you have more than one group, you may want to have them compare their responses.

For Individuals grades 5-6

Have children draw or write about a situation that can be seen in different ways. For example, spilled milk will seem different to the person who was about to drink it than to a hungry cat; a popular rap song might seem different to a young person than to an elderly person.

You may want to read aloud and discuss an Aesop's fable concerning point of view, such as one of the following.

> "The Stag at the Lake." A stag drinking at a lake looked at his reflection in the water. "If only my ugly legs were as beautiful as my antlers," he said. Suddenly, he heard a pack of dogs. Swiftly, his legs carried him away and into the forest. But just as he thought he was safe, his antlers were caught in some bushes, and the dogs caught up with him and killed him.
>
> "The Fox and the Stork." The fox invited the stork for dinner. He served soup in round, shallow bowls. The fox lapped up the dinner, but the stork could not eat anything. Then the stork invited the fox for dinner. She served delicious food in narrow, tall glasses. The stork enjoyed her meal, but the fox went home hungry.

For Groups grades 7-8

Distribute Worksheet 23-2, and have children discuss it.

For Individuals grades 7-8

Same activity as for grades 5-6. Have children write slogans and affirmations about thinking positive, looking on the bright side, self-empowerment, and acknowledging their ability to solve problems.

How You Can Make a Difference

Children who are resilient are flexible; they can adapt to new situations and changing circumstances. They can see a situation in more than one way, and they can maintain a positive vision about the future. To foster this capacity in children, encourage them to "think positive" about situations in which they might feel or act discouraged. Point out that they can often "re-frame" an experience or situation by looking at it from a different point of view so that it does not seem so terrible or hopeless and offers an opportunity for growth. Try to inspire in them the desire to keep going despite inevitable setbacks. A good inspirational poem is Langston Hughes's "Mother to Son," which is available in many anthologies of African-American poetry.

Other Ways To Use This Acitivity

Mathematics: This activity could be a springboard for examining visual geometric puzzles, emphasizing that adopting an unconventional point of view often helps children solve these kinds of problems.

Social Studies: This activity can lead to explorations of how various cultures and nationalities might view the same images, symbols, colors, and gestures in different ways.

ACTIVITY

24 NOBODY'S PERFECT

The Discovery

To help children recognize that excellence, rather than perfection, is a goal to pursue.

Background Information

Young people do not normally set out to be perfectionists. They are usually pressured into this unreasonable goal—directly or indirectly—by adults. Some parents set very high expectations for their children—expectations that are too high for the children's abilities. The children may perceive themselves as being valued only for their achievements and thus become perfectionists in order to seek approval. The media also promote perfectionism by describing products and relationships as "perfect." In families with alcohol- or drug-related problems, the children may become perfectionists because of unreasonable parental demands or as a way to try to control the family dysfunction. Such children may become the "superkids" of their families, which sometimes serves to direct attention away from the family's alcohol or other drug problem. The tragedy of perfectionism is that it requires enormous effort, almost always fails, and does not bring satisfaction to the people who are caught up in it.

Materials to Have Available

Worksheet

For Groups grades 5-6

Experiment

Have group members try to draw a perfect circle, a perfect square, and a perfectly straight 6-inch line, using only a pencil. Have members compare their results. Point out that probably no one did any of these things perfectly. Then have children discuss what it means to try to be perfect or to do something perfectly.

? Focus Questions

- Why do people try to be perfect?
- Is there such a thing as a perfect person?
- Why do you suppose people disagree about what is really perfect?
- When people try to do something perfectly, how do you think they feel when they fail or make mistakes?

For Individuals grades 5-6

Distribute Worksheet 24, and have children complete it.

For Groups grades 7-8

Have groups discuss "messages of perfection" they recall from TV and radio commercials and from movies. They may bring up such subjects as perfect skin, perfect hair, perfect teeth, perfect nails, perfect meals, perfectly clean clothes, the perfect marriage, the perfect boyfriend or girlfriend, the perfect car, and so on. Have children discuss whether or not these things are realistic and true for everyone. Have children discuss how these and other forces can drive people to try to be perfect—or make them feel bad because they're not perfect.

Have children discuss the difference between trying to be perfect and trying to do one's best. Explain that people who strive for perfection drive themselves hard to get things "right" or "perfect," and are disappointed when they fail. Even if they're lucky enough to succeed, they're not happy because they really didn't enjoy the struggle. People who strive for excellence are realistic in their expectations, enjoy making the effort, and feel satisfied when the job's done, even if it falls short of their goal.

For Individuals grades 7-8

Distribute Worksheet 24, and have children complete it.

How You Can Make a Difference

Emphasize that everyone has some special talent—something he or she enjoys doing and is good at—even if the person does not discover it until later in life. Explain that this is very different from trying to do everything perfectly, trying to please someone or everyone out of fear. Point out that everyone has the right to be just who he or she is and to be liked just for that and not for playing a role or trying to be perfect.

Other Ways To Use This Activity

Reading/Language Arts: Use this activity to extend a reading selection in which the theme of perfectionism, role-playing, rejection, or friendship is central. Encourage children to share information about their heroes in the form of written or oral reports.

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CONNECTIONS

ACTIVITY WORKSHEETS

To be used with the
LEADER'S GUIDE

These **Worksheets** are part of **The Connections Kit** designed to build resiliency against alcohol and other drug problems among children raised in high-risk families and communities, with special emphasis on children of alcoholics. The **Worksheets** are to be used only in conjunction with the Activity Plans presented in the **Leader's Guide** for **The Connections Kit**. For further information, call or write:

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ED/OESE93-8

Printed 1993

NAME ______________________ DATE ____________

1-1

YOU BE THE JUDGE

Grades 5-6

Kendra's room was a mess. She hated to clean it. As her mother was leaving for work one morning, she said, "Kendra, I want you to clean up your room before I get home tonight." Ten minutes before her mother was due home, Kendra began cleaning up her room. In her rush, she tripped over a lamp cord. The lamp fell and broke. When her mother saw the broken lamp, she yelled at Kendra.

Who is responsible for the broken lamp?

Why?

Who is responsible for Mother's yelling?

Why?

Billy went to the supermarket with his friends José and Harold. José went to get the bread that his mother had asked him to buy. Billy and Harold walked over to the video section. Harold said, "Let's take one of those movies." "You mean shoplift?" Billy asked. "Yeah," said Harold. "Nobody will catch us," Harold added. So Billy took a videotape and put it under his coat. As the three boys left the store, the manager caught them and called the police.

Whose idea got the boys in trouble?

Who is responsible for what Billy did?

Why?

What could Billy have said to Harold?

NAME ______________________________ DATE ______________

1-2

YOU BE THE JUDGE

Grades 7-8

Jessica wants to be Lois's friend. One day after school, Jessica sees Lois on her way home and catches up to her. "Want to stop and have a soda?" Jessica asks. When they stop for their soda, Lois pulls out a pack of cigarettes and offers Jessica one. Jessica wants Lois to like her, so she takes a cigarette. As she puffs on it, the smoke and taste make her sick, but she turns her head away and pretends that they aren't bothering her.

Who is responsible for what Jessica does? Why?

What else could Jessica have done?

The Hawkins family is shopping at a mall. Ronald wants to go to the video store and look at the latest games. His sister, Katina, wants to go to Preen's clothing store. The two youngsters start teasing each other. Mrs. Hawkins tells them to stop, and then Mr. Hawkins tells Mrs. Hawkins to stop shouting at the kids. Soon, Mr. and Mrs. Hawkins are arguing in loud voices. The children are embarrassed as people walk by and look at their parents.

Who is responsible for the argument? Why?

Pedro is doing his homework while his mother is fixing dinner. He comes to a math problem that he can't figure out, so he asks his mother to help him. "Ok, Pedro, just wait until after we eat," she says. During dinner, his mother drinks several cans of beer. After dinner, he asks her again to help him with his math problem. "I don't have time to help you with your stupid math," she snaps. Pedro feels hurt and angry and goes to his room. He wonders if his mother drank because he asked her to help him.

Who is responsible for what Pedro's mother did? Why?

NAME ______________________ DATE ____________

2

WHAT CAN YOU CONTROL? HOW?

Grades 5-8

Talk about whether or not you can control each situation. Tell what you think you can or cannot do about each one.

CHOCOLATE
SODA

a flooding river or a forest fire

an earthquake

the amount of junk food you eat

someone who asks you for help with a school problem

someone who has a drug problem

a fight between two adults

a fight between two of your friends

how much TV you watch

someone who is doing something against the law

how you spend your free time

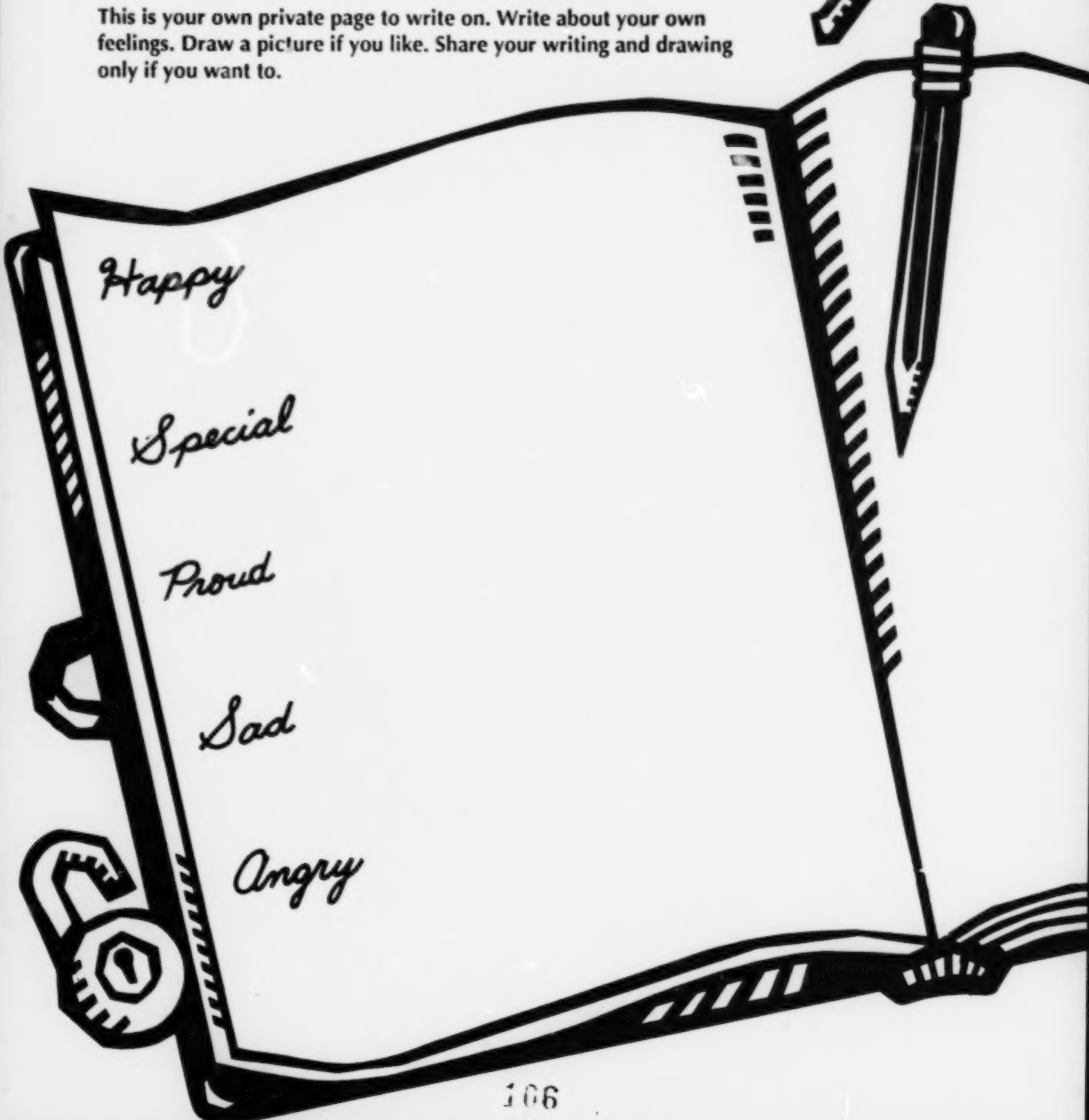
NAME DATE

3-1

EXPRESS YOURSELF!

Grades 5-6

This is your own private page to write on. Write about your own feelings. Draw a picture if you like. Share your writing and drawing only if you want to.


Happy
Special
Proud
Sad
Angry

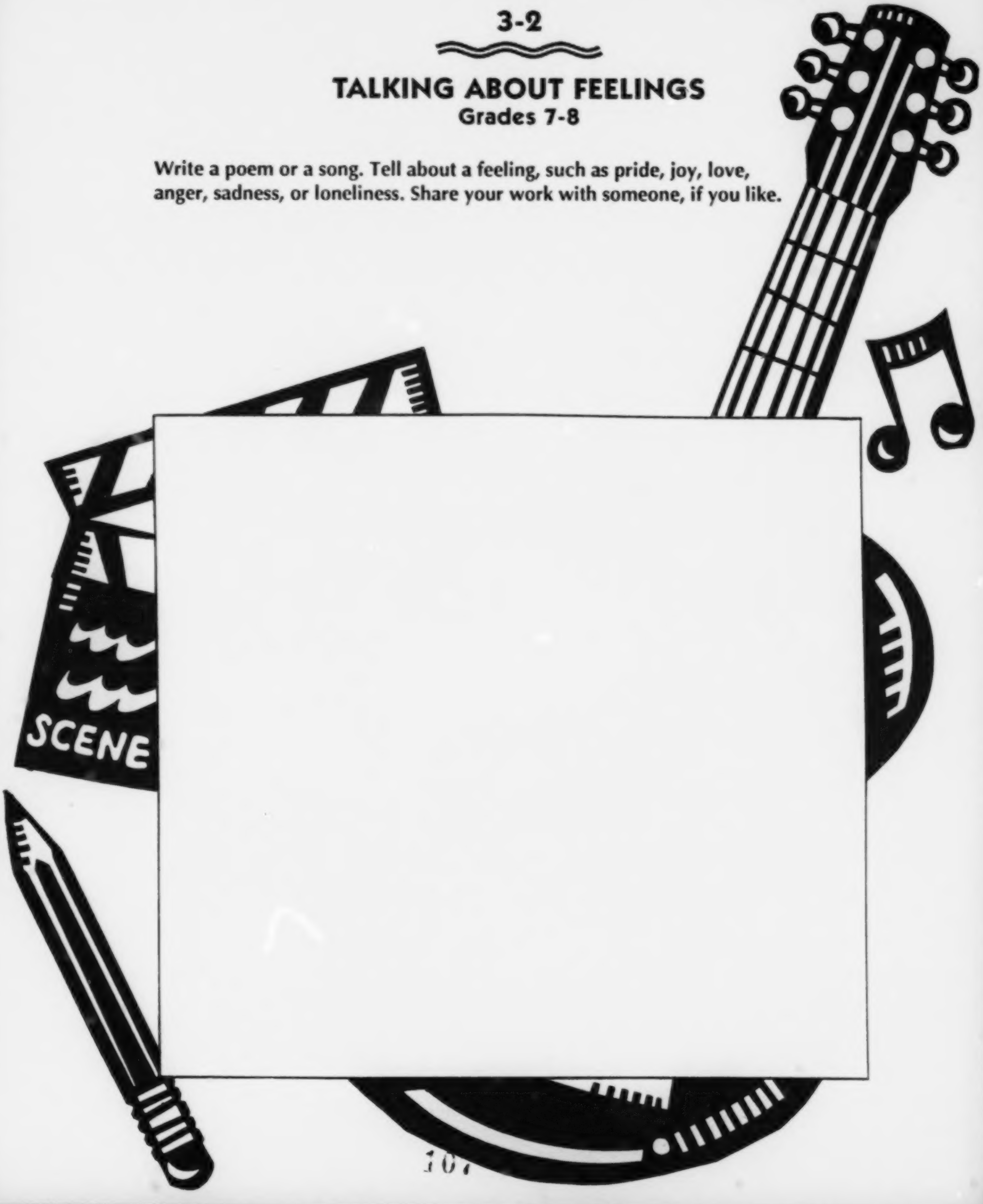
NAME ______________________ DATE ____________

3-2

TALKING ABOUT FEELINGS

Grades 7-8

Write a poem or a song. Tell about a feeling, such as pride, joy, love, anger, sadness, or loneliness. Share your work with someone, if you like.



NAME ______________________________ DATE ______________

4-1

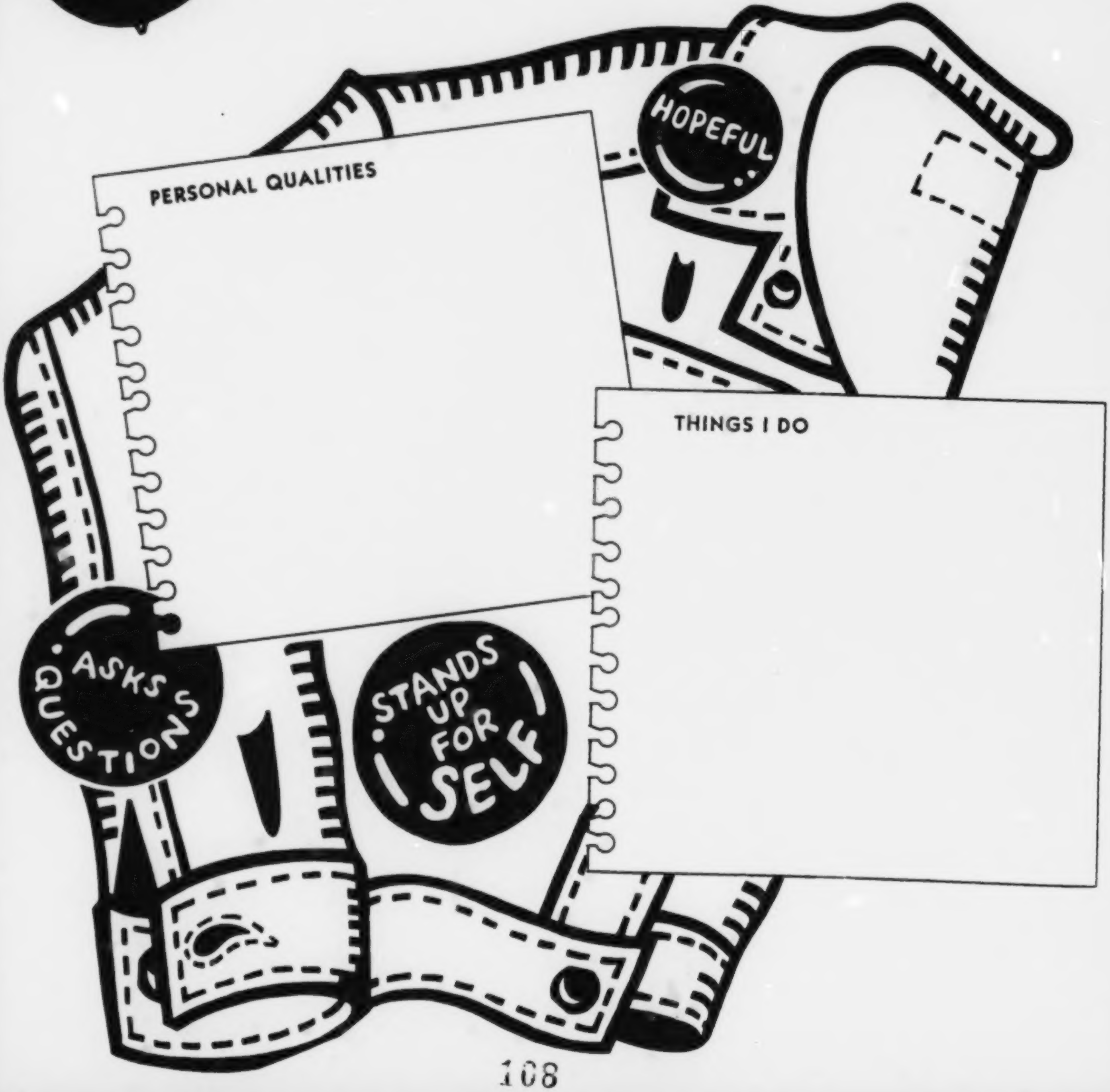
RESPECT YOURSELF

Grades 5-8

RESPECT = HONOR

Write the things you respect about yourself.
Fill up the page!

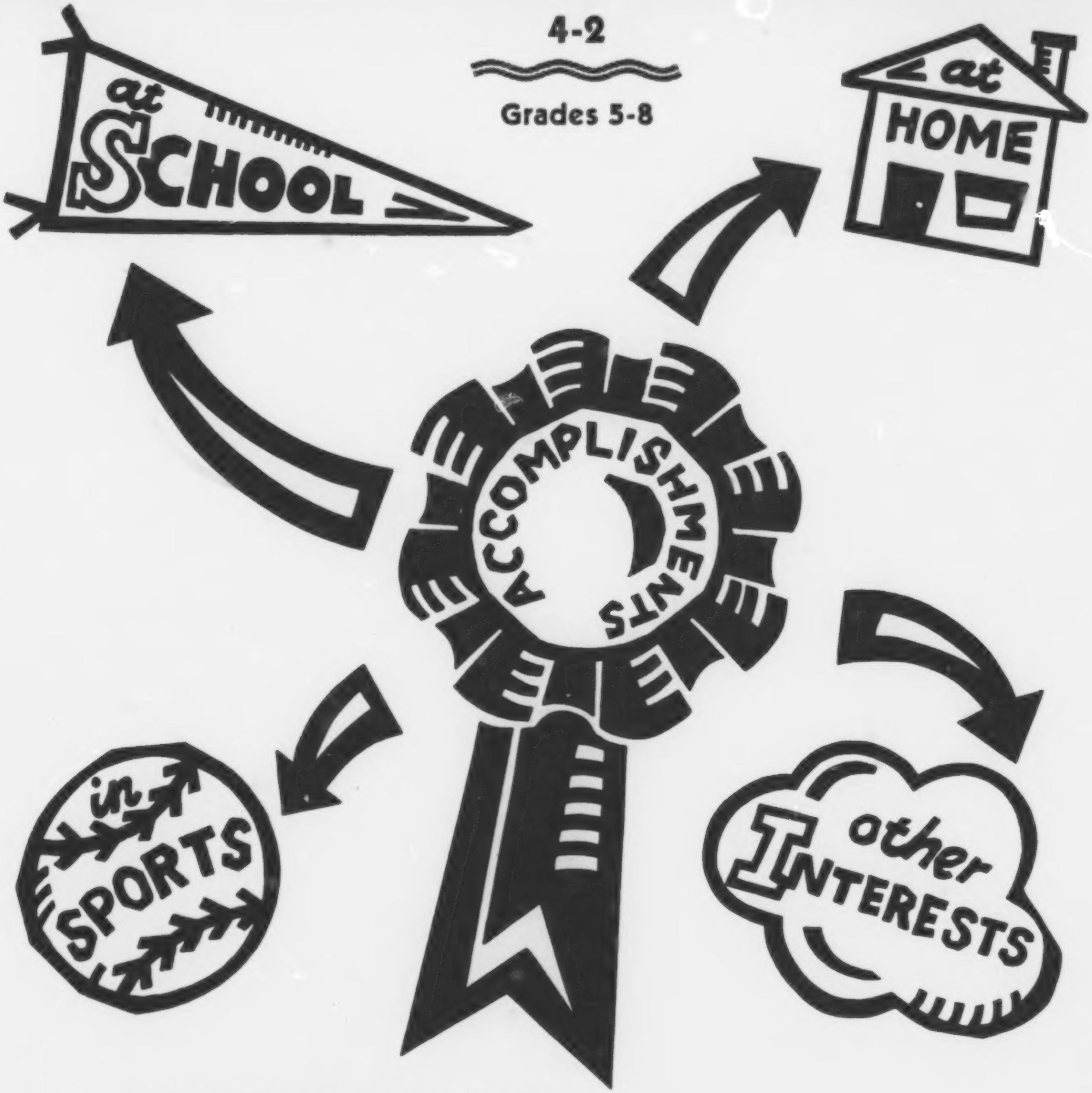
Need some hints? Look at the buttons on this page.


HOPEFUL
PERSONAL QUALITIES
THINGS I DO
ASKS QUESTIONS
STANDS UP FOR SELF

NAME ______________________ DATE __________

4-2

Grades 5-8


at SCHOOL
at HOME
ACCOMPLISHMENTS
in SPORTS
other INTERESTS

RESPECT YOURSELF IN A POEM

Write a poem about yourself. Mention the things you respect about yourself. Use the back of this page to do your writing.

RESPECT YOURSELF EVERY DAY

Every hour you're awake, every day, say to yourself "I respect my . . ."

You are the most important person in your life. Keep your respect up by reminding yourself of all the wonderful things you are, no matter what happens.

NAME ____________________ DATE ____________

5

THE CIRCLE OF HONOR

Grades 5-8

HONOR = RESPECT

Talk or write about a group you belong to.

NAME OF THE GROUP ____________________

What does being in the group mean to you?

What other people are in the group?

How does the group help you?

What do you want from the group?

How can you honor your group?

HONOR YOUR GROUPS EVERY DAY

You belong to more than one group. Each one is important in some way. Remember the ways in which your groups are important to you.

NAME ______________________ DATE ____________

6-1

HOW MUCH DO YOU KNOW ABOUT ALCOHOL AND ALCOHOLISM?

Grades 5-6

TRY A SELF-CHECK

Decide if each statement is true or false. Write T or F before each one.

_____ 1. Alcoholism is a disease.

_____ 2. Alcoholism is the same as being drunk.

_____ 3. A person who is an alcoholic can control the urge to drink.

_____ 4. After drinking, people often say or do things they wouldn't normally say or do.

_____ 5. Alcohol is a drug.

Circle the letter of the answer you think is right.

6. The number one drug problem among young people is
   a. crack. b. alcohol. c. tobacco.

7. In the United States, it is against the law to buy and possess alcohol unless you are age
   a. 16 or over. b. 18 or over. c. 21 or over.

8. Heavy drinking of alcohol over a long time can cause damage to
   a. the brain. b. the liver. c. the heart. **d. a., b., and c.**

9. Three groups that care about and help people and families with alcohol problems are
   a. UNICEF, NATO, AL-ANON.
   b. AL-ANON, AL-ATEEN, ALCOHOLICS ANONYMOUS.
   c. AL-ANON, FBI, USAF.

Write your answer after the question.

10. What are three beverages that contain alcohol?

Now use the fact sheets to check your answers.

6-1A

FACT SHEET

Grades 5-6

The facts on these pages will help you know more about alcohol. Use them to check the answers you gave on your checklist.

Is alcoholism a disease?

Yes, alcoholism is a disease. An alcoholic cannot control his or her urge to drink alcoholic beverages. Because alcoholism is a disease, you should think of it like other diseases, such as AIDS or cancer. The person is not to blame for the disease.

Is alcoholism the same as being drunk?

No, alcoholism is not the same as being drunk. A person can drink too much alcohol and get drunk. But this does not mean the person has the disease of alcoholism.

Can an alcoholic control the urge to drink?

No, an alcoholic is not in control of his or her drinking. The drinking controls the person. So, he or she usually can't stop drinking without outside help.

After drinking, do people say or do things they wouldn't normally say or do?

Yes. As a person drinks more and more, he or she begins to lose control. The person may say or do things he or she would not usually say or do.

Is alcohol a drug?

Yes. A drug is a psychoactive substance that speeds up or slows down a person's body. Alcohol is a drug that slows down a person's body and brain.

6-1B

FACT SHEET

Grades 5-6

What is the number one drug problem among young people?

Alcohol. More than half of all junior and senior high school students have tried alcohol.

At what age can you legally buy alcohol?

Not until you're 21. It is against the law for anyone under 21 to buy, possess, or drink alcohol.

How can alcohol hurt your body over a long time?

Alcohol can harm your brain, your liver, and your heart. It can kill cells and weakens these organs. It can cause cancer.

What are three groups that help people and families with alcohol problems?

Three groups are Alanon, Alateen, and Alcoholics Anonymous. Alanon is a group for families and friends of alcoholics. Alateen is a group for teenagers who have an alcoholic in their family. Alcoholics Anonymous is a self-help group for alcoholics of all ages.

What are some beverages that have alcohol in them?

Beer, wine, whiskey, wine cooler, sherry, gin, vodka, and brandy all have alcohol in them. They are often mixed with each other or with other beverages like soda to make "mixed" drinks.

NAME DATE

6-2

HOW MUCH DO YOU KNOW ABOUT ALCOHOL AND ALCOHOLISM?

Grades 7-8

TRY A SELF-CHECK

Decide if each statement is true or false. Write T or F before each one.

____ 1. The number one drug problem among young people is alcohol.

____ 2. Most students in grades 10 to 12 in the United States have never tried alcohol.

____ 3. A person who is an alcoholic cannot control the urge to drink.

____ 4. Long-term alcohol abuse can shorten a person's life.

____ 5. A child of an alcoholic parent is at risk of also becoming an alcoholic.

____ 6. It is legal to buy and possess alcohol in the United States if you are 16 years old or older.

Circle the letter of the correct answer.

7. Which has as much alcohol as 1 ounce of whiskey?
   - a. 12 oz. beer
   - c. 12 oz. wine cooler
   - b. 8 oz. wine
   - d. a., b., and c.

8. Which commercial beverage does not have alcohol in it?
   - a. club soda
   - b. wine cooler
   - c. beer

Write your answer after the question.

9. What are two ways alcohol acts on the body?

10. What are two of the main reasons that young people drink alcohol?

Now use the fact sheets to check your answers.

6-2A

FACT SHEET
Grades 7-8

The facts on these pages will help you know more about alcohol. Use them to check the answers you gave on your checklist.

What is the number one drug problem among young people?

Alcohol. More than half of all junior and senior high school students have tried alcohol.

Have most students in grades 10 to 12 tried alcohol?

Yes. More than half of 10th- to 12th-grade students have tried alcohol.

Can an alcoholic control the urge to drink?

No. Alcoholism is a disease in which a person can't control his or her use of beer, wine, whiskey or any form of alcohol. Because alcoholism is a disease, you should think of it like other diseases, such as AIDS or cancer. The person is not to blame for the disease.

Can drinking over a long time shorten a person's life?

Yes. Long-time drinking harms a person's brain, liver, and heart. This can lead to diseases that may cause the person to die.

What risk does a child of an alcoholic face?

A child of an alcoholic may become an alcoholic, too. Alcoholism tends to run in families.

6-2B

FACT SHEET

Grades 7-8

Is it legal for a 16 year old to buy alcohol?

No. It is against the law for anyone under 21 to buy, possess, or drink alcohol.

Do a 12-oz beer, an 8-oz glass of wine, and a 12-oz wine cooler all have the same amount of alcohol in them?

Yes. Each of them has about the same amount of alcohol as one ounce of whiskey.

Which doesn't have alcohol in it–club soda, wine cooler, or beer?

Club soda. Makers of commercial beverages often give their products tricky names to disguise what's in them. There's no alcohol in root beer or ginger ale, but there is alcohol in malt beer and malt ale.

What effect does alcohol have on a person's body?

Alcohol slows down the brain and other parts of the body. As a person drinks more and more, he or she begins to lose control. The person may begin to say or do things he or she would not normally say or do. The person's speech may begin to slur, and he or she may not be able to walk without stumbling. If the person drinks still more alcohol, he or she may collapse and pass out.

Why do young people drink alcohol?

Some young people drink because their peers pressure them into doing it; they think it will increase their "fun;" or because they believe it may help them declare their independence. Many also drink because they are lonely, and they drink when they are alone. Young people also drink to reduce fear and anxiety.

NAME ______________________ DATE ____________

7-1

LOOKING AT STRESS

Grades 5-6

This page is just for you. Keep it to yourself, or share it if you like.

These are some of the ways people feel when they are under stress.
Which ones do you feel sometimes?

angry
nervous
guilty
silly
uptight
worried
shy
sad
upset
lonely
afraid
helpless
hopeless

Is there another feeling you want to add?

These are some of the ways people behave when they are under stress.
Which ones do you do sometimes?

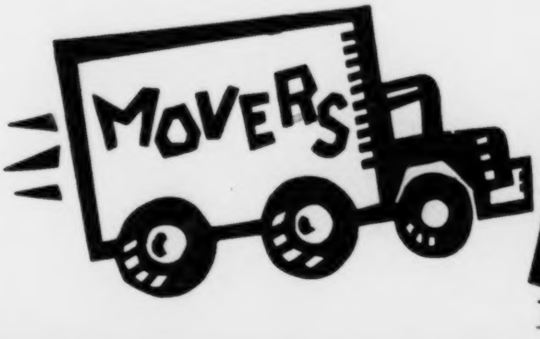
bite fingernails
cry a lot
have trouble talking
use alcohol
run away
chew gum
not talk at all
not pay attention
use tobacco
fight
talk a lot
eat too much
not sleep
bully

Is there something else you want to add?

These are some of the things that cause stress for people:

moving to a new neighborhood
family problems
being made fun of by peers
death of someone close
arguments
loneliness
parent(s) getting fired
getting a low grade
no way to earn money

What are some things that cause stress for you?



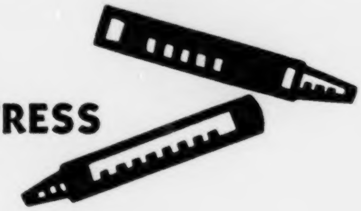
Report Card
F
D

NAME ______________________________ DATE ______________

7-2

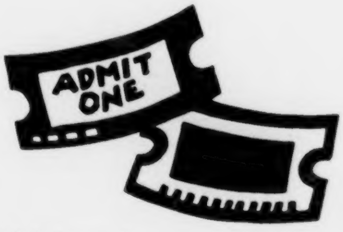
HELPFUL WAYS TO HANDLE STRESS

Grades 7-8



These are some healthful ways people handle stress.

- exercise
- go to a movie
- draw
- talk with a friend
- meditate or pray
- write



What other ways can you think of to handle stress in a healthful way?

The way people behave does not always get rid of the stress. Some behaviors, such as drinking alcohol and taking other drugs, make it worse and cause more problems. Here is an exercise that will help you cope with stress. You can memorize the steps and do the exercise by yourself.

1. Sit up straight and close your eyes.
2. Relax your shoulders, with your hands in your lap.
3. Breathe slowly in and out with your mouth closed.
4. Each time you breathe in, count 1 . . . 2 . . . 3, up to 5. Then, start at 1 again.
5. Notice how the air flows into and out of your nose.
6. As you breathe in, breathe deeper. Let your breath fill your stomach like a balloon.
7. As you breathe out, let your stomach relax.
8. Keep your mind on your breathing. If you find yourself counting 6 . . . 7 . . . 8 . . ., just gently stop counting and go back to 1.
9. Do this exercise for 5 minutes or longer.

NAME ______________________ DATE __________

8-1

MAKING UP YOUR OWN MIND

Grades 5-6

Randy is behind in his homework. He plans to go home right after school and get busy. As he leaves the playground, Dennis calls out to him. Dennis is with three other boys who are going to go downtown and hang out after school. Randy would like to be friends with Dennis and the other boys.

What can Randy do? Tell how he might handle the situation.

Some girls in Twanda's neighborhood have invited her to a party. Her friend Denise asked Twanda to go to a movie the same night as the party. Twanda is excited about the party, but she knows the girls are going to drink beer. She wants to make new friends, but she doesn't want to drink beer.

What can Twanda do? Tell how she might handle the situation.

Royal is watching TV at Eddie's house. Royal sees on the table a pack of cigarettes that belongs to Eddie's father. Eddie's father is down in the basement doing the laundry. Royal says, "Hey, Eddie, give me one of your father's cigarettes so we can go to the playground and smoke." Eddie really wants to be friends with Royal.

What can Eddie do? Tell how he might handle the situation.

NAME DATE

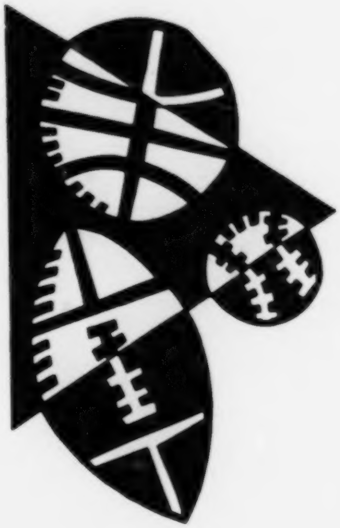
8-2

MAKING UP YOUR OWN MIND

Grades 7-8

Lisa and her friends are having a sleep-over party. Lisa's parents are out for a few hours. One of Lisa's friends, Marcy, asks if anyone wants to smoke a cigarette. Marcy takes a pack of cigarettes out of her bag. Lisa's friend Inez says she wants to try one. Lisa is afraid her parents will smell the smoke when they come home.

What can Lisa do? Tell how she might handle the situation.



One evening, Jamel comes home from the movies. His older brother Harlan is drinking beer with some of his high-school buddies. Jamel would really like his brother's friends to like him. He likes to talk to them about sports. He also wants to feel older than his age, which is 12. Harlan says, "Why don't you have some beer."

What can Jamel do? Tell how he might handle the situation.

One Saturday, Vicki, Choan, and Ronda go to a department store. Choan sees a scarf that she really likes, but she doesn't have enough money to buy it. She looks at the scarf for a long time. As the girls walk into the shoe department, Vicki notices part of the scarf sticking out of Choan's pocket.

What can Vicki do? Tell how she might handle the situation.

NAME ______________________________ DATE ______________

9

STAYING SMART

Grades 5-8

Suppose people you know wanted to get you to drink alcohol. They might say one of the things below. What would you say in return? Write what you'd say. Be as clever, sassy, or formal as you like. Then work with a partner and role-play the scenes.

"Want to try a wine cooler?"

"Let's drink some beer and have fun."

"Are you too chicken to try a little beer?"

"What's the matter with you? Are you too good to have a drink?"

"Well, everybody else is drinking."

"Getting high really feels great. Come on and try it."

NAME ____________________ DATE ____________

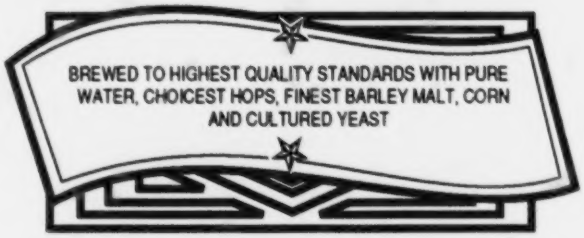
10

WHAT'S IN IT?

Grades 5-8

Which of these labels would you see on alcoholic beverages? Which labels would be on non-alcoholic beverages? Which words in the labels tell you the product contains alcohol? Decide whether or not you could legally buy the beverage that has the label.

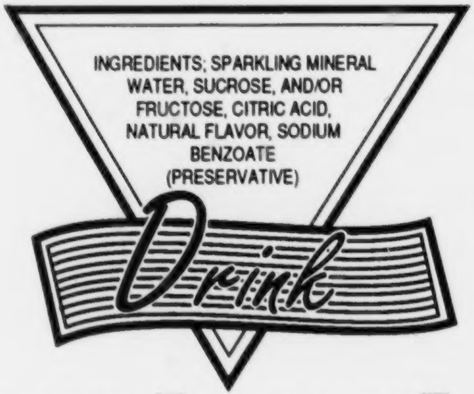
A.



BREWED TO HIGHEST QUALITY STANDARDS WITH PURE WATER, CHOICEST HOPS, FINEST BARLEY MALT, CORN AND CULTURED YEAST

OK TO BUY ☐ DON'T BUY ☐

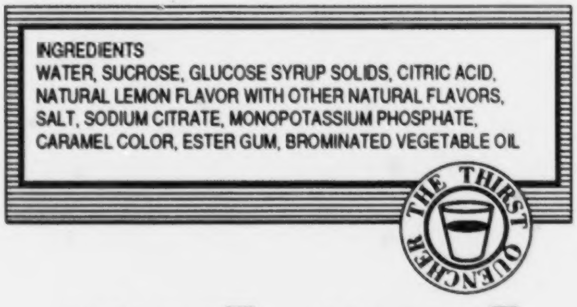
B.



INGREDIENTS; SPARKLING MINERAL WATER, SUCROSE, AND/OR FRUCTOSE, CITRIC ACID, NATURAL FLAVOR, SODIUM BENZOATE (PRESERVATIVE)

OK TO BUY ☐ DON'T BUY ☐

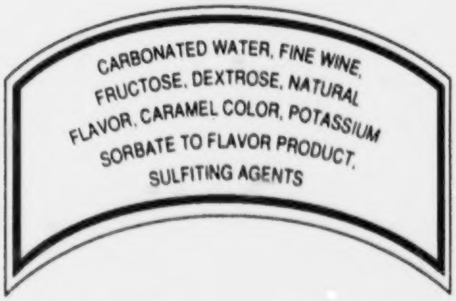
C.



INGREDIENTS
WATER, SUCROSE, GLUCOSE SYRUP SOLIDS, CITRIC ACID, NATURAL LEMON FLAVOR WITH OTHER NATURAL FLAVORS, SALT, SODIUM CITRATE, MONOPOTASSIUM PHOSPHATE, CARAMEL COLOR, ESTER GUM, BROMINATED VEGETABLE OIL

OK TO BUY ☐ DON'T BUY ☐

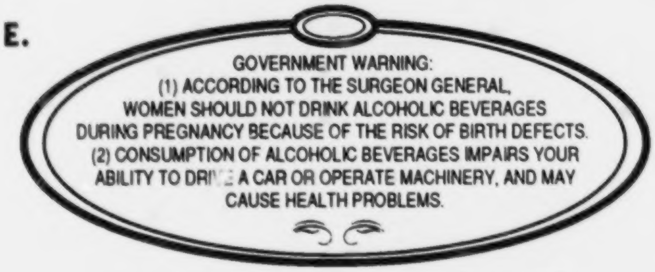
D.



CARBONATED WATER, FINE WINE, FRUCTOSE, DEXTROSE, NATURAL FLAVOR, CARAMEL COLOR, POTASSIUM SORBATE TO FLAVOR PRODUCT, SULFITING AGENTS

OK TO BUY ☐ DON'T BUY ☐

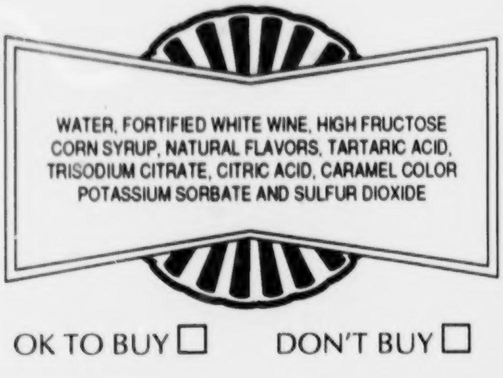
E.



GOVERNMENT WARNING:
(1) ACCORDING TO THE SURGEON GENERAL, WOMEN SHOULD NOT DRINK ALCOHOLIC BEVERAGES DURING PREGNANCY BECAUSE OF THE RISK OF BIRTH DEFECTS.
(2) CONSUMPTION OF ALCOHOLIC BEVERAGES IMPAIRS YOUR ABILITY TO DRIVE A CAR OR OPERATE MACHINERY, AND MAY CAUSE HEALTH PROBLEMS.

OK TO BUY ☐ DON'T BUY ☐

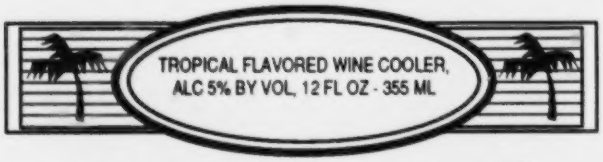
G.



WATER, FORTIFIED WHITE WINE, HIGH FRUCTOSE CORN SYRUP, NATURAL FLAVORS, TARTARIC ACID, TRISODIUM CITRATE, CITRIC ACID, CARAMEL COLOR POTASSIUM SORBATE AND SULFUR DIOXIDE

OK TO BUY ☐ DON'T BUY ☐

F.



TROPICAL FLAVORED WINE COOLER, ALC 5% BY VOL, 12 FL OZ - 355 ML

OK TO BUY ☐ DON'T BUY ☐

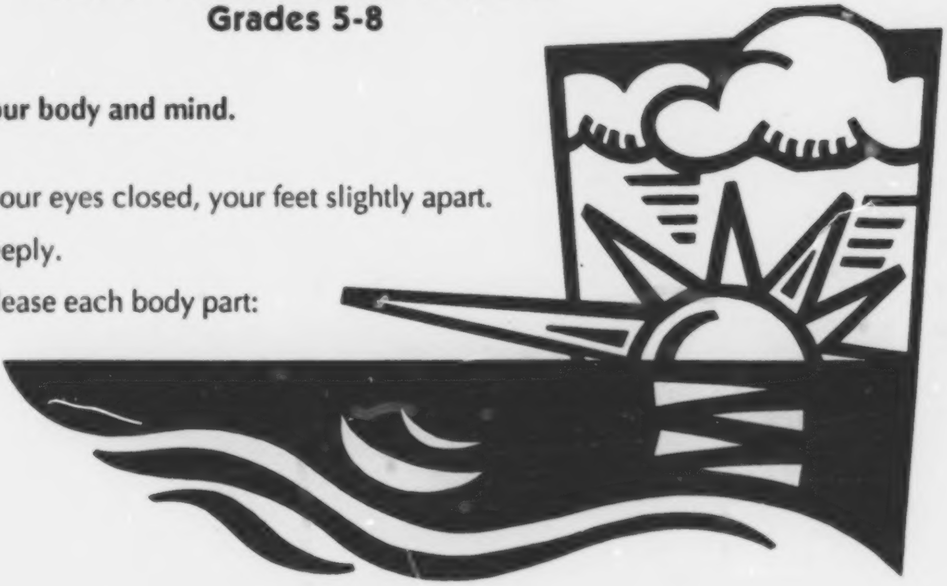
NAME ____________________ DATE __________

11

WAYS TO HANDLE STRESS

Grades 5-8

Use these steps to relax your body and mind.



1. Lie on the floor with your eyes closed, your feet slightly apart.
2. Breathe slowly and deeply.
3. Tighten, hold, then release each body part:
    feet
    legs
    stomach
    buttocks
    hands
    shoulders
    face
4. After you've relaxed each body part, lie quietly for awhile, enjoying the relaxed feeling.

In the space below, plan your own meditation like the one you listened to. Use your own images, such as water, beach, space, balloon, globe, flame, or fountain. Use your own similes or metaphors, such as " . . . like an eagle gliding on the wind" or " . . . as quiet as a falling feather."

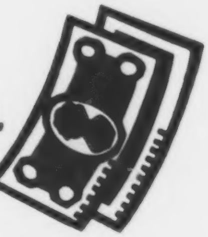
After you've written your script, make a tape of it. Use it to relax whenever you need to.

NAME ______________________________ DATE ______________

12-1

MAKING A PLAN TO REACH YOUR GOAL

Grades 5-6



Your community club is planning a day trip for one month from now to Wonder World Adventure Park. The cost of bus fare, food, and rides is $40 for each kid. Your parents say there are lots of other things you need, and they won't give you the money. However, they say you can go if you earn the money yourself. You don't have any money saved right now, but you receive $7 a week in allowance. Check the boxes of the things you would choose to do in order to reach your goal of $40. Then make your calculations to see if your plan works.

___ Buy a hot new music video by your favorite music group for $29.95.

___ Wash cars with your friends for the next three Saturdays. Each of you earns $1.25 for every car you wash. You figure you'll be able to wash five cars each Saturday. But you each have to pay $0.75 for soap each day.

___ Mrs. Nichols is an elderly neighbor who would like you to wash her windows. She has nine windows and says she'll pay you $1.50 for each one.

___ You're invited to a sleep-over party, but you have to bring enough snacks for five people. You figure the snacks will cost $8.50.

___ Two families in your neighborhood are going on vacation and would like you to take care of their pets for 2 weeks. Each family will pay you $5.50 a week.

___ Your parents will pay you $15 to clean the apartment.

___ You are the only one of your friends who has not seen the newest adventure movie. You decide to spend $6 to see it, including popcorn and soda.

Make your calculations below. You will need to budget (plan to save and spend money). How can you reach your goal? Can you reach it another way and do some of the fun things, too?

NAME ______________________ DATE ____________

12-2

MAKING A PLAN TO REACH YOUR GOAL

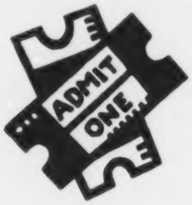
Grades 5-6

Describe a personal goal you have. Make a plan to achieve your goal. Tell what steps you'll take to reach it. Tell how long it will take.

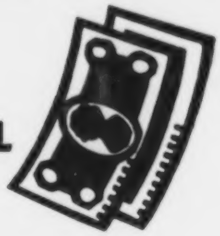
My Goal

My Plan

NAME ____________________ DATE ____________



12-3



MAKING A PLAN TO REACH YOUR GOAL

Grades 7-8

A youth organization you belong to is raising money to help homeless people. You have decided to give some of the money you earn during July and August. You want to be able to give at least $150. But you want to have fun, too. Check the boxes of the activities below that you would choose in order to meet your goal and still have fun.

___ You've been dying to have a pair of rollerblades, and the local sports store has a sale on a pair for $53.

___ Three friends of yours want to start a car wash n' wax service. They would charge $5 to wash and $10 to wax a car. They figure they would have 30 wash and 10 wax customers each week. You will each spend $7.50 a week on car wax. If you worked with them, you'd earn 25 percent of the profits.

___ The State fair starts in 2 weeks. You really want to go. You figure that it will cost you $50.00 for transportation, entrance fees, food, etc.

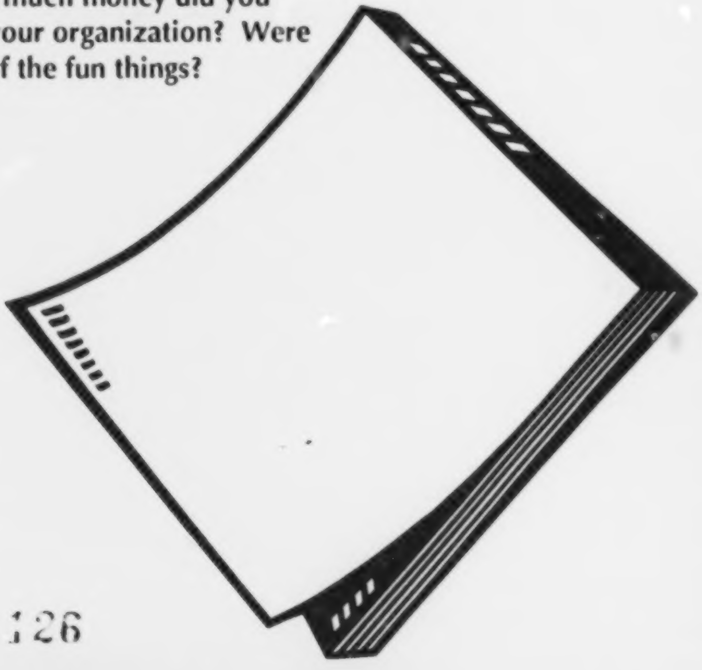
___ Your uncle offers to send you to summer camp for a month—all expenses paid. You've always wanted to go, but your family couldn't afford it.

___ The owner of the local grocery store needs someone to do errands for him. He'll pay you $20 a week if you'll help him Monday, Wednesday and Friday afternoons.

___ Your favorite music group is giving a concert at the Civic Center. You'd love to see them. A ticket is $40.

___ You are in demand as a babysitter. One of your regular customers wants you to babysit every Tuesday and Thursday. They will pay you $12 for each day.

Do your calculations in the space below. How much money did you make altogether? How much did you give to your organization? Were you able to make your goal and still do some of the fun things?



NAME DATE

12-4

MAKING A PLAN TO REACH YOUR GOAL

Grades 7-8

Describe a personal goal you have. Make a plan to achieve your goal.
Tell what steps you'll take to reach it. Tell how long it will take.

My Goal

My Plan

NAME DATE

13-1

CAN WE TALK?

Grades 5-6

Do you know how to be a good listener when someone's talking to you? Here are some tips:

- Pay close attention to what the person says.
- In your mind, try to see what the person is describing.
- Don't judge what the person is saying. Just listen.
- Don't interrupt unless you don't understand something.
- If you don't understand something, say "Excuse me, but I don't understand . . . " Describe what makes you unsure.
- You can sometimes say such things as "I hear what you're saying" or "I understand."

What other tips would you add to help someone be a good listener?

Work with a partner. Your partner will tell you something. Listen carefully, using the tips you just read. Then tell your partner what you think he or she said. Begin by saying "I heard you say . . . " You don't have to repeat it word for word. Put it in your own words. See if your partner agrees that you were a good listener.

NAME ____________________ DATE ____________

13-2

CAN WE TALK?

Grades 5-6

It's not always easy to talk to other people. If there's something on your mind, how would you bring it up? Here are a couple of ways you can begin:

"I have something I'd like to talk about."

"Can I talk to you about something?"

Maybe *you* have a good way to start talking. Write your idea below.

After you begin talking, you may want to make sure you're being heard. Ask questions like this:

"Do you understand what I'm saying?" or

"Does this make sense to you?"

Work with a partner. You'll be the talker. Choose one of the situations below to talk about. You can read exactly what's written, or you can put it in your own words. Or, you can talk about something else that is on your mind.

DARLENE: My parents fight all the time. I feel bad. I feel like it's my fault, but I know it's not. It's really hard for me to do my homework because I don't have a quiet place to go. Sometimes I can't sleep because I worry about what's going to happen.

JEREMY: I'm afraid to hang out with the kids in my neighborhood. I don't like some of the things they do. But they're always calling me and asking me to join their gang. If I don't, I'm afraid they won't like me. If I do, I know they'll try to make me smoke and steal.

Was your partner a good listener? Thank him or her. Tell your partner what you liked about the way he or she listened to what you had to say.

NAME ______________________ DATE ____________

13-3

CAN WE TALK?

Grades 7-8

Do you know how to be a good listener when someone's talking to you? Here are some tips:

- Pay close attention to what the person says.
- In your mind, try to see what the person is describing.
- Don't judge what the person is saying. Just listen.
- Don't interrupt unless you don't understand something.
- If you don't understand something, say "Excuse me, but I don't understand. . . "Describe what makes you unsure.
- You can sometimes say such things as "I hear what you're saying" or "I understand."

What other tips would you add to help someone be a good listener?

Work with a partner. Your partner will tell you something. Listen carefully, using the tips you just read. Then tell your partner what you think he or she said. Begin by saying "I heard you say . . . " You don't have to repeat it word for word. Put it in your own words. See if your partner agrees that you were a good listener.

NAME DATE

13-4

CAN WE TALK?

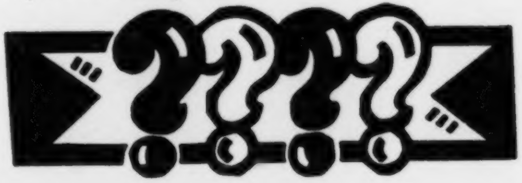
Grades 7-8

It's not always easy to talk to other people. If there's something on your mind, how would you bring it up? Here are a couple of ways you can begin:

"I have something I'd like to talk about."
"Can I talk to you about something?"

Maybe *you* have a good way to start talking. Write your idea below.

Once you begin talking, you may want to make sure you're being heard. Ask questions like this:



"Do you understand what I'm saying?" or

"Does this make sense to you?"

Work with a partner. You'll be the talker. Choose one of the situations below to talk about. You can read exactly what's written, or you can put it in your own words. Or, you can talk about something else that is on your mind.

FELIX: I feel like I'm the only kid in the world who has a parent with an alcohol problem. None of my friends ever talks about their parents. I'm afraid to talk to my teacher or my counselor. It's too embarrassing. I don't know what to do.

ANTONIA: I just don't feel like I fit in with other kids. I can't think of anything to say. I think they think I'm nerdy or something. But I'm really not like that at all. So I keep to myself. I think people would like me once they got to know me.

Was your partner a good listener? Thank him or her. Tell your partner what you liked about the way he or she listened to what you had to say.

NAME DATE

14-1

SOLVING PROBLEMS PEACEFULLY

Grades 5-6

What is the problem in each scene below? How can it be solved without a fistfight? Write your idea. Then role-play the parts with your classmates.

DENNIS: Let me ride your bike for a while.
JUAN: I don't want anybody riding my bike today.
DENNIS: I'll just ride it for a little while.
JUAN: I don't want to let you.
DENNIS: If you don't let me ride your bike, I'll beat you up.

SOLUTION:

DONNA: I used to live in Dallas before I came here.
JOYCE: Oh, yeah? I know where that is. It's in Colorado.
DONNA: Don't you know Dallas is in Texas, stupid!
JOYCE: Don't call me stupid, you dummy!

SOLUTION:

SANDRA: Kim, you borrowed my notebook and I want it back, please.
KIM: I'm not finished with it. I'll give it back soon.
SANDRA: I want it back now. You've had it for 3 days.
KIM: Don't be such a nerd. You'll get it back.

SOLUTION:

LOUIS: Hey, turn that channel back to the show I was watching!
NILES: Get lost! I'm tired of watching that stupid stuff.
LOUIS: You get to watch your shows all the time. Turn the channel back.
NILES: Hey! Give me that remote control back.

SOLUTION:

NAME DATE

14-2

SOLVING PROBLEMS PEACEFULLY

Grades 7-8

What is the problem in each scene below? How can it be solved without a fistfight? Write your idea. Then role-play the parts with your classmates.

Inez is standing in line behind Tina in the cafeteria. The line is moving slowly. Suddenly, Pamela jumps in line in front of Tina and starts talking to her. Tina doesn't even know Pamela, but she's afraid to say anything because Pamela is older and taller than she is. Inez is angry and tells Pamela to go to the back of the line. Pamela just stares at Inez.

PROBLEM:

SOLUTION:

David always asks Robert if he can copy his homework. Robert is tired of David always bothering him. David never does anything to return the favor. One day before math class, David asks to copy Robert's homework. Robert says no. "Why not? You always did before," says David, getting angry. "If you don't let me copy your homework, I'm going to be in trouble," David yells.

PROBLEM:

SOLUTION:

Jeff and Melanie were standing in the school hallway talking. They just happened to be standing in front of Rodney's locker. Rodney likes Melanie and is jealous of Jeff. As he goes to his locker, Rodney bumps into Jeff and calls him a name. Rodney then says, "Get out of my way." Jeff says, "I don't like what you called me." Then Rodney says, "Yeah? Well, what are you going to do about it?"

PROBLEM:

SOLUTION:

NAME ______________________ DATE ____________

15

FEELING GOOD NATURALLY

Grades 5-8

Follow these steps to check your heart rate. Work with a partner.

1. Hold your partner's wrist in your hand. Your thumb should be on the top of the wrist, and your first two fingers should rest on the bottom of the wrist.
2. Another way to feel your partner's pulse is to put your fingers on your partner's neck, near his or her jaw.
3. Count the number of beats for 10 seconds.
4. Multiply the number of beats by 6. This is the resting rate.
5. To find the maximum rate, subtract your partner's age from 220.
6. To find the target or training rate, subtract 20 from the maximum rate.
7. Have your partner run in place—not too fast—for 3 minutes.
8. Take your partner's pulse again. How close is it to the target rate?

Write the rates for your own heart below.

MY RESTING HEART RATE __________ MY MAXIMUM HEART RATE __________

MY TARGET HEART RATE __________

In the space below, tell how you felt after running in place for 3 minutes.

Now tell how you think you'd feel after doing something physical like that for 12 minutes.

Name physical activities you like that can help you reach your target rate.

NAME ____________________ DATE __________

16

WHAT ARE THEY REALLY SAYING?

Grades 5-8

Talk about a commercial for beer or a wine cooler you have seen on TV.

Who are the people or characters in the commercial?

What are the people or characters doing?

On a scale of 1 to 5, how truthfully does the commercial show real life as you know it? Circle the number on the scale that shows your opinion.

1	**2**	**3**	**4**	**5**

not realistic **very realistic**

How much of the whole truth about alcohol do you think the commercial shows? Circle the number on the scale that shows your opinion.

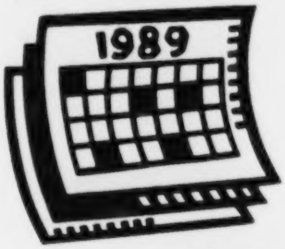
1	**2**	**3**	**4**	**5**

not truthful **very truthful**

What do you think the makers of the commercial are really saying?

What do you think the makers of the commercial should be saying?

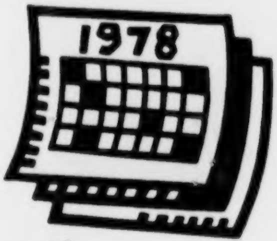
NAME DATE



17-1

LANDING ON YOUR FEET

Grades 5-6



Each set of lines stands for a time in someone's life—maybe yours. The numbers are the person's ages. Choose at least two ages. On the lines, write about something that was a problem in the person's life and how the person overcame this problem. Write about yourself, someone you know, or someone you read about.

Age 0 - 5

6 - 10

11 - 15

16 - 20

Here are some good slogans to remember when you're facing problems. Make up some "power" slogans of your own to keep in mind when you need them.

"Keep your chin up!"

"Don't let 'em get you down!"

"Keep on keepin' on!"

"Hang in there!"

"Give it your best!"

NAME ____________________ DATE __________

17-2

LANDING ON YOUR FEET

Grades 7-8

Here are stories about four people who overcame problems. Talk about the qualities these people showed in reaching their goals. Which qualities do you admire most?

Today, she wears the black uniform of the Surgeon General. Antonia C. Novello was born and raised in Fajardo, Puerto Rico, where her family made many sacrifices so that "Tonita" could become a children's doctor. Her story is testament to the American Dream—as the first woman, and the first Hispanic to be Surgeon General. Dr. Novello is grateful for these "firsts," as they assuredly will not be "lasts."

Her early experiences in Fajardo determined Dr. Novello's choice of a career and made her especially sensitive to the needs of children, women, and racial/ethnic populations. As a pediatrician, she has been a doctor for those who have no voice in our society. And, as a public health physician, she has dedicated her career to giving something back to society.

Dr. Novello graduated from the University of Puerto Rico School of Medicine in 1970. She was nominated to the position of Surgeon General by President George Bush in 1989, making her the first Hispanic and the first woman to be responsible for the Nation's public health care.

Jimmy Piersall's father wanted his son to become a big league ball player, no matter what. He drilled Jimmy and pressured him to be perfect. Jimmy wanted nothing more than to please his dad, but in trying to be perfect, he became a nervous wreck. He was terrified of not living up to his father's goals. He began to have terrible headaches. He worried about his mother, who was in a mental hospital. But Jimmy eventually did make it to the major leagues. It was not easy, and once he got there, it was even rougher. He was full of self-doubt and very sensitive to any criticism. He did "crazy" things on the ball field that made fans laugh but worried his wife and teammates. Finally, he was sent to a hospital for treatment. His wife wanted him to quit baseball. "I can't quit now," he told her. "I'm going to ride this thing out." After leaving the hospital, he went on to play some of the best baseball of his life for the Cleveland Indians.

NAME DATE

17-3

LANDING ON YOUR FEET

Grades 7-8 (continued)

On June 23, 1940, a tiny baby weighing only 4 1/2 pounds was born in Clarksville, Tennessee. She was named Wilma Rudolph. Being born too early was only the first of many problems she faced. During her childhood, she had polio, scarlet fever, and double pneumonia. Her left leg was crippled because of polio, and she had to wear a brace on it. But through years of playing basketball with her brothers, she strengthened her leg. The brace came off, and she took up running. In 1960, she was the first American woman to win three Olympic gold medals in track. They called her "the fastest woman alive."

An orphan at 12 years old, Billy Mills knew what loneliness meant. He also knew what it was like to grow up poor on an Indian reservation. Because he was half Lakota Indian and half white, he wasn't fully accepted by either the Native Americans or by the whites. This added to his loneliness. He found an outlet for his feelings through sports. But even here, the road was not easy. He failed when he tried to make the U.S. Olympic 5,000-meter team. But he didn't let that stop him. He barely made the 10,000-meter team. But in the 1964 Olympics, he blazed out of nowhere to become the first American to win the 10,000-meter run, setting a record of 28 minutes 24.4 seconds.

Answer these questions.

1. What is an important goal for you?

2. What steps do you need to take to meet your goal?

3. What problems do you face now or expect to face in the future?

4. How will you try to overcome those problems?

NAME ______________________________ DATE ______________

18-1

HOW MUCH DO YOU KNOW ABOUT YOUR BODY?

Grades 5-6

TRY A SELF-CHECK

Decide if each statement is true or false. Write T or F before each one.

_____ 1. Almost half of your body is made up of water.

_____ 2. The left and right sides of your body are almost exactly alike.

_____ 3. The human brain is the most complex brain of any animal.

_____ 4. Your brain is the largest organ of your body.

_____ 5. Your heart is about the size of your fist.

Circle the letter of the answer you think is right.

6. Your body is made up of tiny units called
   a. hairs. b. cells. c. pulses.
7. The number of bones in your body is about
   a. 101. b. 502. c. 206.
8. Your liver is located
   a. above your heart.
   b. below your heart.
   c. next to your heart.
9. When you are at rest, your heart beats _____ times a minute.
   a. between 30 and 50
   b. between 60 and 90
   c. between 150 and 200

Write your answer after the question.

10. What are three ways you can help your body stay healthy?

Now use the fact sheets to check your answers.

18-1A

FACT SHEET

Grades 5-6

The facts on these pages will help you know more about your body. Use them to check the answers you gave on your checklist.

How much of your body is made up of water?

Your body is made up of many chemicals. Two of those chemicals are hydrogen and oxygen. They combine in a certain way to form water. About half of your body is made up of water.

Is the right side of your body almost exactly like the left side?

Yes. Like the bodies of all mammals, your body has bilateral symmetry. This means that if you drew a line down the center, you would notice that the left and right sides are exactly the same. This is mostly true inside your body, too. But in some cases, you have only one organ, like your heart, and it's not in the center of your body.

Is the human brain the most complex of any animal?

Yes. Some animals, like elephants, have larger brains than humans. But their brains are not as complicated. The human brain is the most complicated of any animal on earth.

Is your brain the largest organ of your body?

No. Your skin is the largest organ of your body. If your skin were stretched out flat, it would cover almost 16 square feet.

About how big is your heart?

Your heart is about the size of your fist. The main job of your heart is to pump blood to all of the different parts of your body.

18-1B

FACT SHEET

Grades 5-6

What are the tiny units that make up your body?

The human body is made up of more than 10 trillion cells. (That's 10 followed by 12 zeros.) These are the tiny units that make up all living things.

How many bones are in your body?

There are 206 bones in your body. These bones make up the skeleton or frame of your body. They give it its shape and protect your organs.

Where is your liver?

Your liver is located just under your heart. Most of it lies on the right side of your body. It helps remove wastes and poisons from your blood. It also helps you digest your food.

How many times a minute does your heart beat when you are at rest?

Between 60 and 90 times a minute. A pre-teen's heart beats between 70 and 90 times a minute. As you get older, your heartbeat slows to between 50 and 80 times a minute.

What are some ways to stay healthy?

To help your body stay healthy, eat balanced meals. Don't eat junk foods. Get regular exercise and plenty of rest. Don't take drugs or drink alcohol. Don't smoke cigarettes, and don't overeat.

NAME ______________________ DATE __________

18-2

HOW MUCH DO YOU KNOW ABOUT YOUR BODY?

Grades 7-8

TRY A SELF-CHECK

Decide if each statement is true or false. Write T or F before each one.

_____ 1. Your heart is made up of groups of cells called muscle tissue.

_____ 2. The skeleton is the largest organ of your human body.

_____ 3. Your liver lies mostly on the left side of your body.

_____ 4. If you do not have a heart problem or a weight problem, the fastest your heart can safely beat is no more than 100 beats a minute.

_____ 5. Your brain is the master organ of your body.

Circle the letter of the correct answer.

6. Your mouth, teeth, stomach, and liver are part of your
   a. nervous system.
   b. skeletal system.
   c. digestive system.

7. What fraction of your body is made up of water?
   a. 1/4 b. 7/16 c. 2/3

8. About how many cells does a drop of your blood contain?
   a. 4,000,000 b. 400,000 c. 40,000

9. One of the jobs your lungs perform is to provide ___ to your blood.
   a. fat b. protein c. oxygen

Write your answer after the question.

10. What are three ways you can help your body stay healthy?

Now use the fact sheets to check your answers.

18-2A

FACT SHEET

Grades 7-8

The facts on these pages will help you know more about your body. Use them to check the answers you gave on your checklist.

About how big is your heart?

Your heart is about the size of your fist. It is made up of groups of cells called muscle tissue. The main job of your heart is to pump blood to all of the different parts of your body.

Is your skeleton the largest organ of your body?

No. Your skeleton is not an organ. Your skin is the largest organ of your body. It is an organ because it does many jobs that are important to your body's health. If your skin were stretched out flat, it would cover almost 16 square feet.

Is your liver on the left side or the right side of your body?

The right side. It is located just under your heart. Your liver helps remove wastes and poisons from your blood. It also helps you digest your food.

Can your heart safely beat more than 100 times a minute?

Yes. When you are exercising or frightened, your heart beats much faster than when you are just resting. You can figure out your maximum heartbeat by subtracting your age from 220. When you exercise, it is not safe to allow your heartbeat to go higher than this number of beats each minute.

18-2B

FACT SHEET

Grades 5-6

What is the master organ of your body?

Your brain is the command center and master organ of your whole body. Some animals, like elephants, have larger brains than humans, but their brains are not as powerful.

What body system are your mouth, teeth, stomach, and liver part of?

Your digestive system. This system breaks down the food you eat into smaller units. This system includes several body parts, including your mouth, teeth, stomach, liver, gall bladder, and intestines. An average meal, such as breakfast or dinner, takes 3 to 6 hours to be fully digested.

What fraction of your body is made up of water?

7/16–or nearly half. The water in your body is made up of two chemicals–hydrogen and oxygen.

About how many cells are there in one drop of your blood?

About 40,000. Most of the cells of living things are so tiny that they can be seen only under a microscope. Your body is made up of more than 10 trillion cells. (That's 10 followed by 12 zeros.)

What do your lungs do for your body?

Your lungs provide the oxygen for your blood. They also expel, or get rid of, carbon dioxide, a waste product.

What are some ways you can help your body stay healthy?

Eat balanced meals. Don't eat junk foods. Get regular exercise and plenty of rest. Don't take drugs or drink alcohol. Don't smoke cigarettes, and don't overeat.

NAME ______________________ DATE __________

19

THE FAMILY FEELING—FROM NEAR AND FAR

Grades 5-8

You can get a family feeling from things outside your family, too. Here is what one writer said about things outside his family.

> *One touch of nature makes the whole world kin.*
>
> —William Shakespeare

What are some people or things from which you might get a family feeling? Think about people outside your family. Think about things you enjoy doing and with whom you might enjoy doing them.

Here are some things to try:

- Write a letter to someone. Tell the person how you feel about being with them.
- Make a list of things you enjoy doing.
- Make a list of people you enjoy being with.
- Write a poem, song, or story about things and people you think of as part of your family.
- Draw a picture of things and people who give you a family feeling.

NAME ____________________ DATE __________

20

ASKING FOR HELP

Grades 5-8

Use this worksheet as a game board. Take turns with one to three other players. Throw the number cube or die, and follow the directions in the box you land on. The winner is the player who finishes first, but that's just luck. You're all winners when you learn to ask for help when you need it.

You need to move a heavy table. Ask for help or lose a turn.

Your shoelace is loose. Can you tie it with one hand? Ask for help and move ahead 1 square.

Say thank you 3 different ways.

You're feeling lonely. Tell why. Move ahead 2 squares.

You want to eat a slice of pizza. Both your hands are tied behind you. Ask for help.

You want to learn another language. Ask for help or lose a turn.

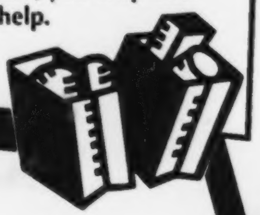
Your best friend has hurt your feelings. Ask someone to listen as you tell how you feel.

You couldn't solve a diffucult math problem. And you didn't ask for help. Go back 2 squares.

7÷3×109=

Your pet boa constrictor has crawled high into a tree. Ask for help to rescue it. Move ahead 1 square.

You're carrying two big bags of groceries. A block from your house, you drop one. Ask for help.



You pretended you weren't lost but you were. You didn't ask for help. Go back 1 square.

Something's wrong at home, but you're afraid to talk about it. Ask for help and move ahead 3 squares.

You're sick in bed and thirsty. Ask someone to bring you a glass of water.

You're looking for City Hall. Ask someone how to get there.

A horse you're riding suddenly starts running away with you. Ask for help or go back 2 squares.

Can you play a guitar and eat an ice cream cone at the same time? Ask for help.

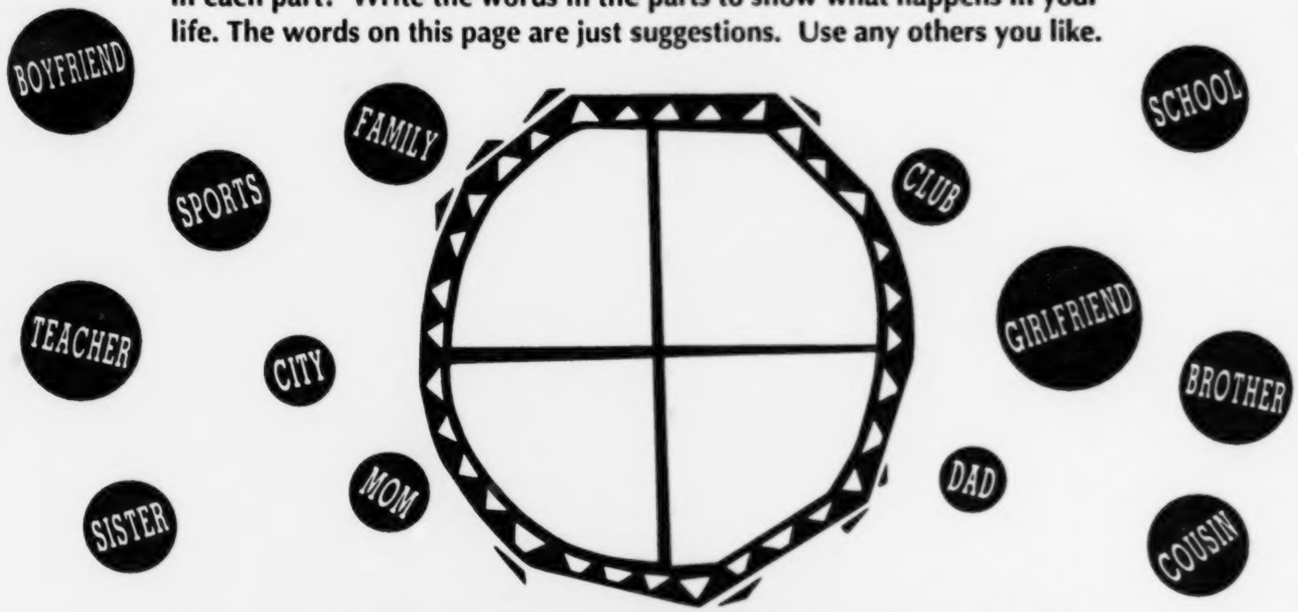
NAME ______________________ DATE ____________

21-1

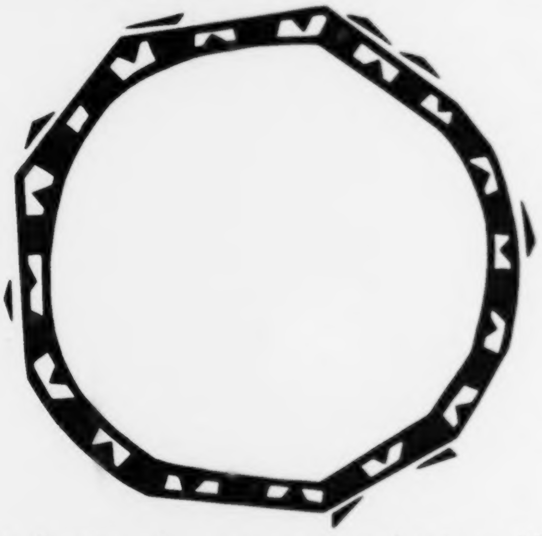
LOOKING AT YOUR LIFE

Grades 5-6

Suppose the circle below stood for your life. What kinds of things would be in each part? Write the words in the parts to show what happens in your life. The words on this page are just suggestions. Use any others you like.


BOYFRIEND
FAMILY
SCHOOL
SPORTS
CLUB
TEACHER
CITY
GIRLFRIEND
BROTHER
MOM
DAD
SISTER
COUSIN

Maybe your life has more than four parts. Maybe it has fewer. Divide the circle below in any way you like. Try to make it show your life as you see it. Add words to show what the parts are.



Use the back of this sheet to write a poem or song about your life and its parts.

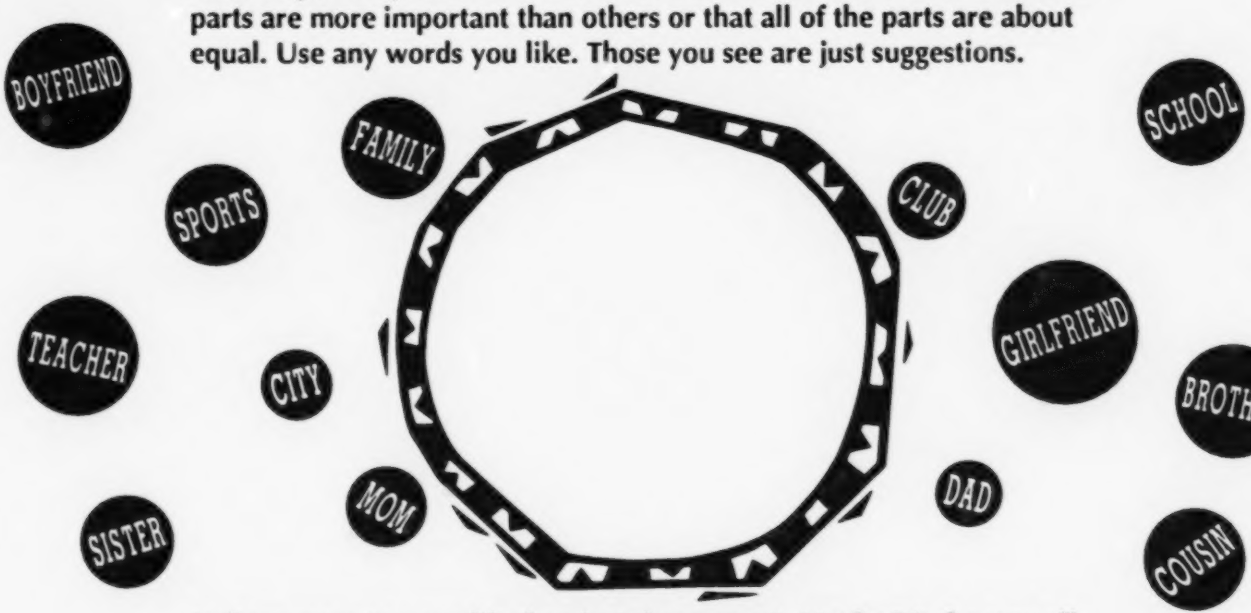
NAME ______________________ DATE ______________

21-2

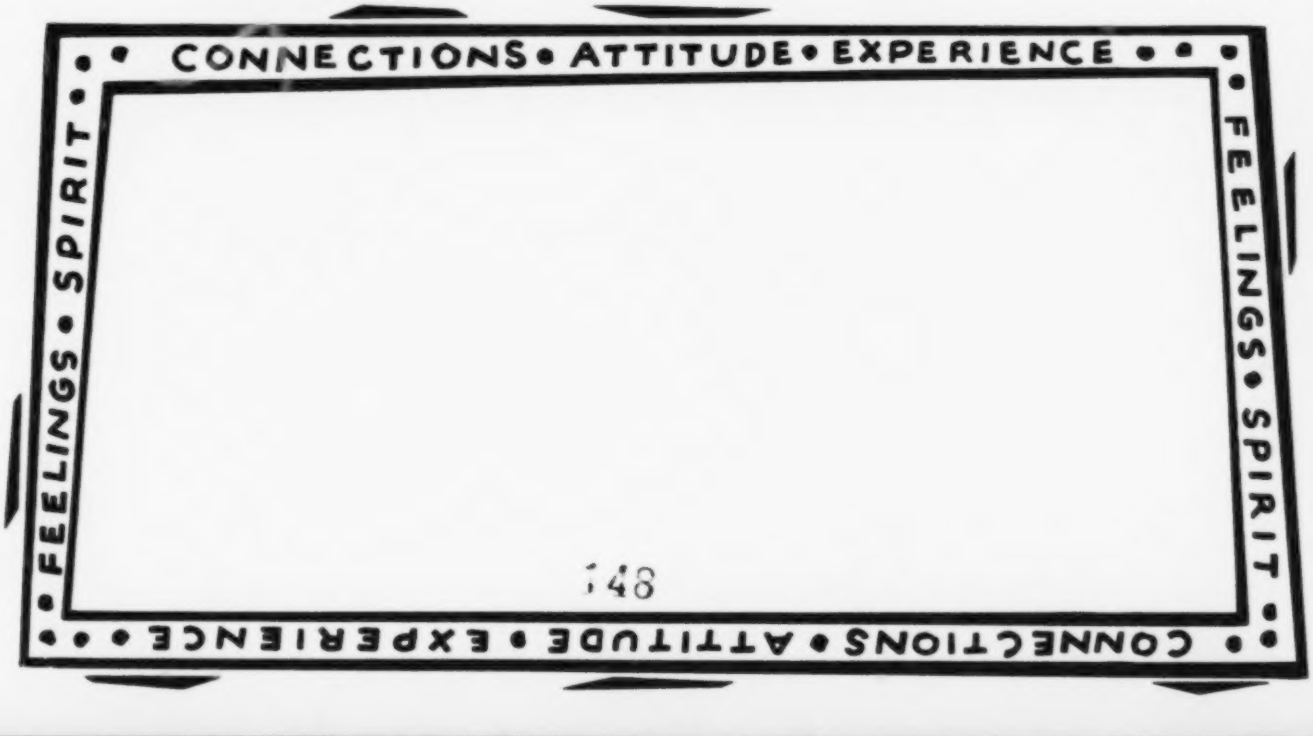
LOOKING AT YOUR LIFE

Grades 7-8

Draw lines and write words to make the circle show the important things that are part of your life. Your lines can make the circle show that some parts are more important than others or that all of the parts are about equal. Use any words you like. Those you see are just suggestions.


BOYFRIEND
FAMILY
SCHOOL
SPORTS
CLUB
GIRLFRIEND
TEACHER
CITY
BROTHER
MOM
DAD
SISTER
COUSIN

Is there more to your life than just these parts? Maybe it's the way all the parts add up. Maybe it's something more. Write about it in the space below.

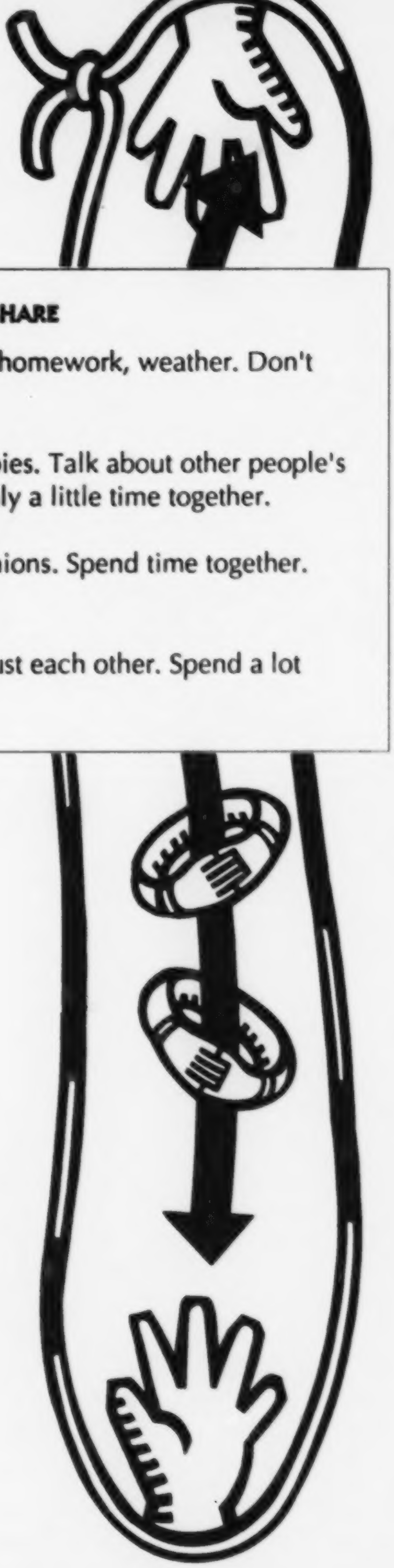

CONNECTIONS • ATTITUDE • EXPERIENCE
FEELINGS • SPIRIT
FEELINGS • SPIRIT
CONNECTIONS • ATTITUDE • EXPERIENCE

NAME ______________________ DATE __________

22-1

CONNECTING

Grades 5-6



There are different kinds of friends. You need all kinds.

KIND OF FRIEND	HOW YOU ACT AND WHAT YOU SHARE
1. Just someone you know	• Say hello. Talk about school, homework, weather. Don't spend time together.
2. Casual "sort-of"	• Have similar interests or hobbies. Talk about other people's ideas and opinions. Spend only a little time together.
3. Close	• Share personal ideas and opinions. Spend time together. Talk on phone.
4. Best	• Share secrets and feelings. Trust each other. Spend a lot of time together.

Tell what you would like to do or share with each kind of friend.

1.

2.

3.

4.

You are probably a different kind of friend to different people. Draw a picture or write about ways in which you are a friend.

NAME ______________________ DATE __________

22-2

CONNECTING

Grades 7-8

"The only way to have a friend is to be one."

—Ralph Waldo Emerson

You probably have your own ideas and feelings about friendships. Do you agree with what the poet says? Why or why not?

What advice would you give to someone who wanted to have friends? Use your own experience and imagination to answer the questions.

Where should I go to meet people?

Are all friends the same?

What problems can I expect in trying to make friends?

What problems can I expect in trying to stay friends with someone?

How can I tell when someone is really a close friend?

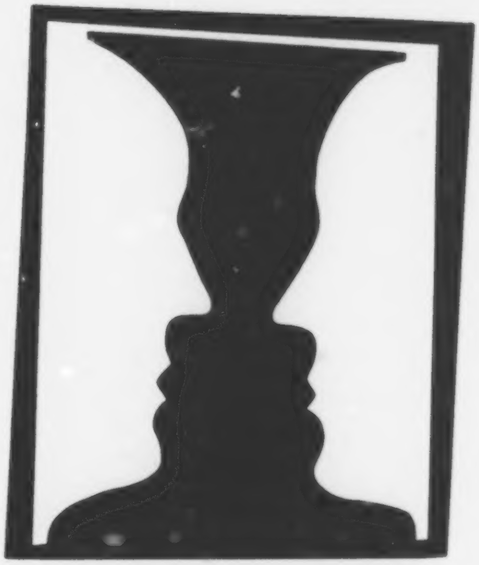
What are some other safe ways I can connect with people?

NAME ______________________ DATE ____________

23-1

WHAT YOU SEE IS WHAT YOU GET

Grades 5-6



What do you see in the drawing?

Do you see a vase? Now turn this page over, count to five, then look at the figure again.

Do you see two faces, face to face?

Sometimes you can see something in more than one way.

You're a new kid in school. During recess, nobody chooses you for the baseball team. How can you turn this around to work for you?

You studied to get a 90 on the spelling test. Instead, you got 75. How can you use this experience to help you on the next test?

Your dad was supposed to pick you up from school at 3:45. He's late. You're disappointed and mad. What is another way to think about this?

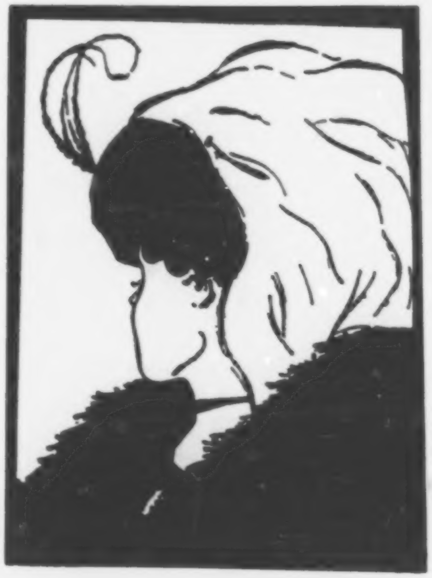
Your best friend borrowed a tape or CD from you and hasn't returned it. What's a positive way you can deal with this situation?

NAME DATE

23-2

WHAT YOU SEE IS WHAT YOU GET

Grades 7-8



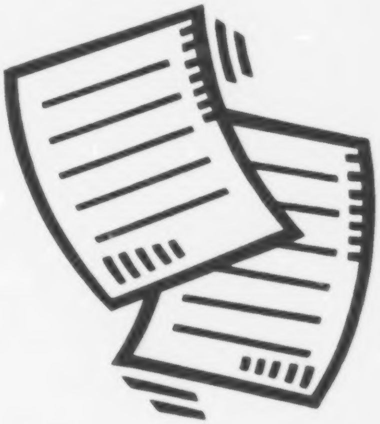
What do you see in the drawing?

Now turn this page over, count to five, and then turn it back over and look at the figure again.

What do you see now?

Have you seen the young woman with a feather in her hat?

Have you seen the old woman with the big nose and chin?



Sometimes you can see something in more than one way. Discuss the examples below.

You want to write for the school newspaper. The editors reject your first story. How can you use this experience to still reach your goal?

You see your best friend at the shopping mall with someone your age whom you have not met. You are upset at first. How can you turn this situation around in a positive way?

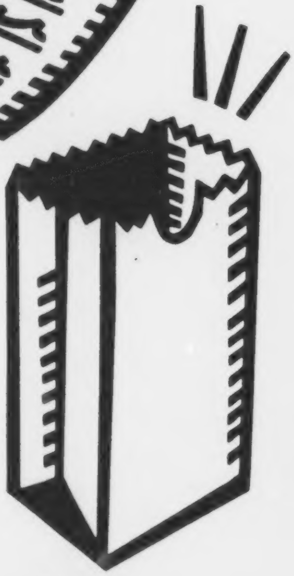
You want to become friends with someone who is very popular at school. You call the person at home, but she's busy and says she'll call you back. She doesn't call back. How can you try to turn this situation around to your advantage?

NAME ____________________ DATE __________

24

NOBODY'S PERFECT

Grades 5-8



Read this story and decide what you think of Chris's behavior.

At lunch, Chris hardly said a word to anyone. His face was sad, and he didn't eat his food. "Why are you so upset?" asked his friend Ronnie. Chris just stared at the table. "Was it the test?" Ronnie asked. Chris nodded. "I know," said Ronnie. "I'll bet you're upset because you didn't get 100, right?" Chris nodded again. Ronnie sighed. He knew Chris was a straight-A student. He knew Chris probably didn't fail the test. "So what did you get?" he asked.

"96," muttered Chris.

"You must be crazy," yelled Ronnie. "What do you think you are, perfect?"

What do you think of the way Chris acted? What's wrong with his attitude? On a separate sheet of paper, write a letter to Chris. Explain why it's better just to do your best rather than try to be perfect.

Here are some things to remember about being perfect.

- Everyone makes mistakes.
- Mistakes are OK. Sometimes they're the best things that can happen. They give you a chance to learn.
- Enjoy what you do, and try to do your best.
- Try to help yourself sometimes instead of always trying to please others.
- If you need help, ask for it.
- It's good to be able to laugh at things outside yourself.
- It's good to be able to laugh at yourself, too.

Do you have a hero? Who is it?

Do you think this person is perfect? Chances are there are many things he or she does not do perfectly. Chances are he or she has had some failures. Read a biography or news story about the person. Try to find out some of the ways in which he or she is like most other people.

Building Resilience
in Children of Alcoholics

A Reference for Teachers of Grades 5 through 8

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Building Resilience in Children of Alcoholics

A Reference for Teachers of Grades 5 through 8

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Introduction

The Problem

Alcohol Abuse in the United States

Alcohol is the drug of choice for many American adults. An estimated 15.1 million adults in the United States abuse alcohol—almost 9 percent of the U.S. population 21 years old or older. In some areas of the country the proportion is much higher. Recent efforts to reduce illicit drug use have been successful among many populations, but these have had little effect on alcohol consumption. Such abuse is dangerous for the user. Alcohol affects perception, motor function, and most organ systems. It alters body chemistry, causes mood changes, and depresses the central nervous system.

According to a 1991 Department of Health and Human Services survey, about 8 million American junior and senior high school students drink alcohol at least weekly. This amounts to 38.6 percent of students in grades 7 to 12 and includes an estimated 454,000 students who average 15 drinks a week. The same study projects that 5 million high school students, at one time or another, have had five or more alcohol drinks in a row—defined as a binge—and that 3 million have done so during the past month. The typical binge drinker is a 16-year-old white male in the 10th grade who took his first drink when he was 12.

Children from Families Affected by Alcohol Abuse

Alcohol abuse is dangerous for the user, and it can also have serious consequences for the user's family. An estimated 28.6 million children are from alcoholic families in the United States, about 12.5 percent of the general population. At least 6.6 million of these are children under age 18. Thus, at least 10 percent of all preadolescents and adolescents come from families troubled by alcohol abuse or dependence.

Many children whose parents abuse alcohol will never drink because of their family experiences. However, their children (the grandchildren of alcohol abusers) are still at greater risk of abusing alcohol than are the grandchildren of nonabusing grandparents.

Families affected by alcohol abuse tend to be under emotional strain most of the time. Family members' needs for time, money, and emotional support are neglected. Nurturing, communication, and conflict-resolution skills may be inadequate. Such families tend to be unstable and socially isolated. Parents in such families tend to devote less time to their children and tend to have unrealistic expectations of them.

Children from these families are at risk for early alcohol and drug dependence, inappropriate classroom behavior, and academic underachievement, or unhealthy overachievement. They may suffer from physical ailments or emotional distress. Such children also are at risk for compulsive behavior, impulsiveness, and aggression; temper tantrums, disobedience, lying, and delinquency; and unhealthy relationships with peers and adults.

Many other children of alcoholic families go through school unrecognized. Whether they are superachieving, seemingly well-adjusted students, average students who demand no special attention, or students in distress academically, physically, and emotionally, their primary difficulty may be family alcoholism. Teachers and school administrators can learn to identify the problem and help children cope.

The Solution

Resilience

Resilience—the ability to thrive despite adversity—enables people of all ages and backgrounds to lead healthy and fulfilling lives despite formidable obstacles. The discovery that resilience can be learned has tremendous implications for children exposed to the trauma or chronic family stress due to alcoholism and for the teachers who work with them.

The Audience for this Guide

Building Resilience is for all school staff, especially teachers who want to understand family alcohol abuse and other stressors. Although it is intended for use by teachers in grades five to eight, it is based on principles that are universal, and thus has applicability for anyone seeking to further their knowledge and understanding of alcoholism and its effects on families.

Purpose of this Reference Guide

Building Resilience is intended to help teachers help their students develop protective factors through school-based *intervention*. Although no single experience creates or inhibits resilience, even small signs of support mean a great deal, particularly to students from alcoholic families. For the purpose of this text, intervention refers to actions that ultimately can help young people avoid or stop using alcohol or other drugs; learn how alcohol abuse by family members or friends can affect them; identify, manage, and understand feelings; and develop problem-solving and self-help skills. **In particular, this guide suggests strategies and activities for helping all children learn resilient attitudes and behaviors**.

Prevention in this guide refers to actions that can:

- minimize the academic, emotional, social, and physical problems associated with family alcohol abuse; and
- help students develop resilient attitudes and behaviors to understand and withstand their troubling family experiences without becoming overwhelmed.

Not all children from alcoholic families develop these problems. Some children exposed to family alcohol abuse handle the difficulties and bear the stress better than others. Researchers studying children who live with difficult family circumstances and emerge relatively unscarred have found them to be resilient. These children exhibit a combination of attitudes and behaviors that enable them to understand and withstand troubling family experiences without becoming overwhelmed. Those who have acquired resilient attitudes and behaviors do not have the long-term academic, physical, emotional, and social problems experienced by other children from families chronically affected by addiction to alcohol (and other drugs, violence, marital conflict, emotional or physical abuse, divorce, or mental illness). Investigators found that resilient children have informal support systems, adults and peers who nurture them and offer guidance and structure that foster attitudes of trust and hope, and behavior such as self-reliance and sociability.

Benefits of this Guide to Educators

For educators, *Building Resilience:*

- is a flexible resource that supplements alcohol and drug abuse prevention curricula and programs that the educator already may be using;
- incorporates feedback from teachers, counselors, principals, superintendents, police officers, and social workers from around the country, and is designed for practical use in a variety of school settings;
- suggests strategies that can be used in classrooms. Children need not be labeled *at risk* before this guide can be put to work; and
- shows teachers how to help children develop resilient attitudes and behaviors that can help them understand and handle difficult experiences at home and in school.

Overview of this Guide

- **Chapter 1** describes how intoxication occurs; discusses alcohol tolerance, abuse, and dependence; and outlines the major short- and long-term medical consequences of alcohol abuse;
- **Chapter 2** provides an overview of problems that plague children who are raised in families where alcohol is abused;
- **Chapter 3** details the factors that increase the risk of such children for physical, emotional, cognitive, and social problems, as well as the factors that protect some at-risk children from experiencing these problems;
- **Chapter 4** tells how to identify students who are from families troubled by alcohol abuse and how to help students become more self-reliant and resourceful; and
- **Chapter 5** summarizes the legal facts for teachers, counselors, and other school personnel to consider when sharing information learned from students who are being treated for problems associated with family alcohol abuse.

Chapter 1

How Alcohol Affects the Body

Alcohol affects perception, sensory motor functions, and most organ systems. This chapter describes how intoxication occurs; discusses alcohol tolerance, abuse, and alcohol dependence; and outlines the main short- and long-term medical consequences of excessive alcohol use.

How Alcohol Works

Alcohol is a hydrocarbon formed by the fermentation that occurs when sugar reacts to yeast. It is the main ingredient in wine, beer, and distilled spirits. All natural and synthetic forms of alcohol are toxic.

The kind of alcohol found in beverages is *ethyl alcohol*, or *ethanol*. A 12-ounce can of beer, a *shot* of distilled spirits, and a 5-ounce glass of wine all contain about the same amount of ethanol, 0.5 ounce. This means that, in ethanol content, a six-pack of beer is roughly equivalent to six mixed drinks.

Depending on the amount and manner in which it is consumed and who consumes it, alcohol can produce feelings of well-being, sedation and intoxication, or unconsciousness. Like heroin and tranquilizers, alcohol is a psychoactive (mind-altering) drug that can cause mood changes, alter the body's chemistry, and become habit-forming. Alcohol depresses the central nervous system, causing slowed reactions, slurred speech, and unconsciousness. Alcohol works first on the part of the brain that controls inhibitions. The drinker may talk more, become rowdy, and do foolish or dangerous things. After several drinks he or she may feel *high*, but the drinker's nervous system is actually slowing down, becoming depressed.

Ethanol Absorption. Once alcohol is ingested, the body begins to absorb the ethanol and transport it throughout the body. The absorption rate varies with several factors, especially the amount of food in the stomach immediately before the consumption of alcohol. A large amount of food slows the absorption rate, while little or no food in the stomach results in a faster rate.

Ethanol Concentration. Ethanol's concentration in the body determines how drunk a person will become, as well as the neurological and physiological damage alcohol can cause. Ethanol concentration depends on several factors, including the water content of body tissue, which is usually a function of body weight. When two people drink the same amount, the heavier person has a lower ethanol concentration than the lighter person.

Gender and Alcohol. Because women have less water per pound of body weight than men, a woman will have a higher ethanol concentration (and be more drunk) than a man of the same weight who drinks the same amount.

Rate of Consumption. Also important is the rate at which alcohol is consumed. The slow, steady rate typical of a social drinker brings a slow, steady rise in alcohol concentration. Rapid consumption of a large quantity of alcohol, or binge drinking, produces a rapid rise in ethanol concentration that quickly impairs mental and physical faculties.

Elimination of Alcohol. The body eliminates alcohol, or sobers up, principally by metabolizing ethanol in the liver and oxidizing it into simpler compounds such as acetic acid and acetaldehyde.

These break down into carbon dioxide and water and eventually are excreted through the kidneys. The rate of alcohol metabolism and oxidation varies among people but is constant for a particular person. Ethanol elimination is a physiological process largely unaffected by exercise, stimulants such as caffeine, or other purported remedies. The only proven way to sober up is to allow enough time for the body to eliminate the alcohol naturally.

Tolerance. The least understood phenomenon of alcohol consumption is tolerance. Some people exhibit less intoxication than expected for a given ethanol concentration, while others are more affected. Tolerance, which can be natural or acquired, is likely among chronic alcohol users, whose tolerance can disguise legal intoxication. But such tolerance cannot affect the body's ethanol concentration or change the fact that judgment, coordination, and reactions are impaired. Intolerance to alcohol accentuates intoxication but does not affect the body's ethanol concentration.

How Much Is *Too Much?*

For people under the legal drinking age, *any* amount of alcohol is too much. Purchase, possession, and consumption of alcoholic beverages by people under 21 are illegal in all states and U.S. territories. Alcohol consumption by young people is especially harmful for several reasons. Since youth are not fully grown and tend to weigh less than adults, alcohol concentration and intoxication will be higher for them. The pronounced tendency of young people to binge-drink increases the effects of alcohol and is particularly dangerous. This practice impairs judgment, reactions, and coordination, and increases long-term health risks. Young people who consume alcohol are at a greater risk than adults for alcohol-related automobile crashes, injuries, crime, and serious health damage.

For people 21 years and older, drinking alcohol is legal. Occasional moderate drinking by adults probably involves minimal risk, unless alcohol consumption is mixed with activities such as driving, which require the judgment, reactions, and coordination that alcohol impairs. But how much drinking is *too much*? There is no medically or socially accepted standard, but the Surgeon General's definition of binge drinking—five or more drinks in a row—offers an upper limit.

Alcohol Abuse and Dependence

In recent years, researchers and diagnosticians have begun using the terms *alcohol abuse* and *alcohol dependence* rather than the term *alcoholism*. Alcohol abuse and alcohol dependence are serious disorders. Many drinkers who do not meet the criteria for alcohol abuse or alcohol dependence are termed *maintenance drinkers*. They drink every day, and their alcohol consumption is heavy enough to change their mood and impair coordination. Although their alcohol consumption is not heavy enough to cause obvious social, occupational or physical problems, it is sufficient to increase their health risks and to jeopardize the safety of people around them.

Medical Consequences of Excessive Alcohol Use

Damage to Perception and Sensory-Motor Functions

Intoxication effects on perception and sensory-motor functions are caused by ethanol in the arterial blood acting as a depressant on the brain. Commonly experienced effects are:

- Impaired judgment
- Reduced social inhibitions
- Altered perception of reality
- Euphoria
- Increased pain threshold
- Loss of energy
- Shortened attention span
- Inability to concentrate
- Impaired visual or auditory perception
- Dulled sense of smell or taste
- Impaired muscular coordination

These phenomena usually pass as the drinker sobers up, but heavy alcohol consumption can cause long-term brain and neurological damage that usually is irreversible. This structural brain damage can cause:

- Dementia, blackouts, seizures, and hallucinations
- Memory loss
- Impaired verbal learning and retention
- Deficits in general intelligence
- Impaired problem-solving ability and perception
- Wernicke-Korsakoff syndrome, a central nervous system disorder that can include permanent memory and learning impairment.

Damage to Body Organs and Functions

Chronic alcohol use can damage directly or indirectly almost every organ in the body, resulting in:

- Alcoholic hepatitis and cirrhosis of the liver
- High blood pressure, heart attacks, and strokes
- Damage to the pancreas and kidney
- Stomach and duodenal ulcers, colitis, and irritable colon
- Impotence and infertility
- Premature aging
- Diminished immunity to disease
- Sleep disturbances, muscle cramps, and edema.

Alcohol abuse increases the risk of developing cancers of the lips, tongue, oral cavity, pharynx, larynx, esophagus, lungs, stomach, colon, rectum, pancreas, and liver. The following sections summarize the most common and serious effects of alcohol consumption on the body.

Liver Damage. Alcohol is metabolized in the liver, making this organ particularly vulnerable to alcohol-induced disorders. *Fatty liver*, the first stage of liver damage, can appear in young people after one week of drinking. Ninety percent to 100 percent of heavy drinkers show evidence of fatty liver. *Alcoholic hepatitis*, a serious liver disorder, usually follows fatty liver and is developed by 10 percent to 35 percent of heavy drinkers. It is characterized by loss of appetite, nausea and vomiting, jaundice, and abdominal pain. It is reversible with complete abstinence, but often leads to scarring and cirrhosis of the liver. *Cirrhosis of the liver* is developed by 10 percent to 20 percent of heavy drinkers. In 1986 it was the ninth leading cause of death in the United States. Cirrhosis—a permanent scarring of the liver that eventually leads to liver failure—is irreversible and marked by the same symptoms as alcoholic hepatitis, usually including loss of appetite, sterility, fever, and progressive sleepiness.

Cardiovascular Damage. Up to 50 percent of the difference between normal death rates and those of heavy drinkers may be attributed to cardiovascular disorders. Alcohol abuse can cause degeneration of the heart muscle and irregular heart rhythm. Chronic alcohol consumption is associated with increased hypertension and may play an important role in reducing blood circulation to the heart and the brain, possibly producing coronary heart disease and stroke.

Nutritional and Metabolic Disorders. Excessive alcohol consumption lowers women's body weight and contributes to malnutrition in women and men. Malnutrition can cause anemia, central nervous system disorders, and depressed cellular and hormonal functions. Excessive alcohol consumption causes muscle fiber atrophy and increases susceptibility to acute and chronic muscle injury.

Damage to Endocrine and Reproductive Functions. Alcohol affects virtually every endocrine function. Excessive alcohol use enlarges the adrenal glands and negatively alters thyroid, growth, and adrenal hormones. It reduces testosterone production in men and may accelerate menopause in women.

Gastrointestinal Effects. Regular alcohol consumption may cause inflammation of the esophagus, exacerbate existing peptic ulcers, and increase the risk of esophageal cancer and chronic atrophic gastritis (inflammation of the stomach lining). It can cause acute pancreatitis—characterized by severe abdominal pain, nausea, vomiting, fever, and rapid heartbeat—and can be fatal.

Immune System Damage. Excessive alcohol use appears to depress the immune system and to increase susceptibility to infection and disease.

Fetal Alcohol Syndrome and Fetal Alcohol Effects

Heavy alcohol use during pregnancy can have devastating effects on the fetus, causing *fetal alcohol syndrome* (FAS) or *fetal alcohol effects* (FAE). FAS and FAE are serious problems for many babies each year, and a leading cause of preventable mental retardation in the United States. FAS is a distinctive set of birth defects that result from fetal and neonatal alcohol exposure. A baby is said to suffer from FAS if it exhibits:

- Central nervous system dysfunction
- Prenatal and postnatal growth retardation
- Major organ system malfunctions
- Characteristic abnormalities of facial features.

FAE babies meet some of these criteria. Children with FAS can exhibit developmental delays, physical disabilities, hyperactivity, mental retardation, and lower intelligence. Prenatal exposure to alcohol is related to decreases in a child's attention span and reaction time, which may make it difficult for a child to manage in a typical classroom without special support.

FAS occurs in an estimated 1.9 cases per 1,000 live births in the general population, and up to 25 cases per 1,000 among heavy drinkers. From 5,000 to 10,000 FAS births occur annually in the United States. Not all women who drink heavily while pregnant deliver FAS or FAE babies, but chances of giving birth to a baby with cognitive behavioral deficits increase if the mother consumes alcohol during pregnancy.

Chapter 1 Highlights

Alcohol and the Body

- Alcohol (also called *ethanol*), a hydrocarbon formed by the fermentation that occurs when sugar reacts to yeast, is the major ingredient in wine, beer, and distilled spirits. Alcohol depresses the central nervous system, causing slowed reactions, slurred speech, and unconsciousness.
- The body's ethanol concentration determines how drunk a person will become. Ethanol concentration depends on several factors, including water content of body tissue. Women, who have

less water per pound of body weight than men, will have higher ethanol concentrations (and be more drunk) than men of the same weight who drink the same amount. The body eliminates alcohol (sobers up) by metabolizing ethanol in the liver and excreting it through the kidneys.

- Alcohol consumption by young people is especially harmful. Youth tend to weigh less than adults, and alcohol concentration and intoxication will be higher for them. Their tendency to binge-drink (to have five or more drinks in a row) impairs judgment and coordination, and increases long-term health risks.
- Intoxication effects on perception and sensory-motor functions include impaired judgment, inability to concentrate, impaired visual or auditory perception, and impaired muscular coordination. Heavy alcohol consumption can cause long-term brain and neurological damage, including dementia, blackouts, and seizures; memory loss; impaired verbal learning and retention; deficits in general intelligence; and impaired problem-solving ability and perception. Chronic use can cause hepatitis and cirrhosis of the liver; high blood pressure, heart attacks, and strokes; pancreas and kidney damage; ulcers and colitis; and impotence, infertility, and diminished immunity to disease.
- Heavy alcohol use during pregnancy can cause *fetal alcohol syndrome* (FAS) or *fetal alcohol effects* (FAE), leading causes of preventable mental retardation in the United States. A baby is said to suffer from FAS if it exhibits central nervous system dysfunction, prenatal and postnatal growth retardation, major organ system malfunctions, and characteristic facial feature abnormalities. FAE babies meet only some of these criteria.

Chapter 2

Alcohol Abuse and the Family

The family is society's most significant social unit, transmitting culture from one generation to the next and perpetuating habits and beliefs that influence decisions throughout family members' lives. In many families, children learn that home is a safe place where they are nurtured. They believe that family members love them for themselves and respect their individuality. In these homes, family rules—which define goals, expectations, relationships, and individual roles—benefit everyone, respect individual differences, accommodate change, and encourage the exchange of information and feelings.

By contrast, in families where alcohol is abused, children may feel that communicating with family members is difficult or impossible and that home is not necessarily a safe place. Alcohol abuse can interrupt the growth and development of everyone in the family.

Children of Alcoholics May Live with Inconsistent Family Structures

- **Disrupted or suspended family rituals.** Shared meals, birthdays, holidays, vacations, and other family events help members bond, develop a common history, and experience continuity and stability. In a family affected by alcohol abuse, such rituals may occur irregularly or be abandoned entirely. Parents may stop attending school events or may not be able to pick the children up after school. The children may have to prepare their own meals or eat alone; endure uncelebrated birthdays or chaotic holidays; and do without family trips and vacations. As a result they may feel sad, ignored, angry, or ashamed. They may bury these feelings, pretending nothing is wrong and hiding the fact that their family life is disruptive and unpleasant.
- **Lack of positive role models and emotional support.** In families troubled by alcohol abuse, one member may concentrate on drinking while the others cope with effects of the drinking. Anesthetized by alcohol, the abuser becomes unreachable emotionally, and family members may hide their feelings to keep the family system in balance. Parental abandonment of family responsibilities can prompt children to assume adult responsibilities, compromising their psychosocial development.
- **Neglect and abuse.** Parents and other caregivers in alcoholic families may lose the ability to recognize and meet children's needs for emotional and physical care. The abuser often uses alcohol to suppress feelings and conflicts and inflicts physical or verbal abuse on family members.
- **Household chaos.** An alcoholic household may be chaotic in basic aspects of living, such as when and what the children eat, when and where they sleep, and what they wear.
- **Inconsistent supervision and discipline.** Parents who abuse alcohol may provide too little or too much supervision, or alternate between the two. Children who have too little guidance and structure may feel neglected. They also may feel that they are to blame for this lack of attention and may get into trouble to gain attention and be given limits. Oversupervised children may feel trapped and bullied. To survive such difficult family circumstances, children may withdraw from other people, become distrustful, deny there is a problem, become overly responsible or irresponsible, be unable to tolerate uncertainty, become belligerent or excessively appeasing, begin to fear authority figures, or become manipulative.

Children from alcoholic homes may use alcohol, other drugs, or food to escape their feelings and to gain attention from peers and adults. They may become compulsive, withdrawn, depressed, or suicidal. They may have chronic emotional outbursts or be habitually disobedient or delinquent. Such children may also assume roles or masks in response to parental dependence on alcohol, other drugs, or other stressful family situations. When family caregivers are not meeting their own needs and responsibilities, children may fill the gaps by taking on certain roles in an attempt to preserve the family system.

Although most people assume roles to some degree at different times, children under severe stress at home may rely excessively on roles, losing the ability to react genuinely and spontaneously. In this way, they fill gaps in the family system, but behind the mask may feel the world is unpredictable and untrustworthy. By adhering to roles they may be trying to elicit consistent reactions from others, and to protect themselves and family members from pain, shame, and exposure.

Indicators That a Student Has Problems at Home

- Equates all alcohol drinking with getting drunk; knows more than peers about alcoholic drinks.
- Often mentions alcohol out of context (in connection with plays, movies, or stories that are not about drinking).
- Is generally passive or easily distracted but becomes active or focused during alcohol education, or is generally active and focused but becomes passive and withdrawn during alcohol education; changes attendance patterns during alcohol education or frequently asks to leave the room; lingers after alcohol education to ask questions or gather belongings.

Chapter 2 Highlights

Alcohol Abuse and the Family

- The family is our most significant social unit. In families where alcohol is abused, children may feel that communicating with family members is difficult or impossible and that home is not a safe place. Alcohol abuse can interrupt the growth and development of everyone in the family.
- Children of alcoholics may live with disrupted or suspended family rituals, a lack of positive role models and emotional support, neglect and abuse, household chaos, and inconsistent supervision and discipline.
- Children from alcoholic homes may use alcohol, other drugs or food to escape their feelings and to gain attention from peers and adults; may become compulsive, withdrawn, depressed, or suicidal; and may have chronic emotional outbursts or be habitually disobedient or delinquent. Such children, who may take on certain roles to preserve the family system, can lose the ability to react genuinely and spontaneously.

Common Roles Among Children of Alcoholic Families

Model children, who tend to be the oldest siblings, may assume parental roles. They learn to put others' needs first without outwardly complaining. They give the family stability and often bring positive attention to the household through their own academic or professional achievement. Instead of *acting out*, such children might show stress by exhibiting physical symptoms such as stomach pain or headaches, by withholding emotions, or by trying to control others. These *model* children often need to be encouraged to play and to relax.

Disruptive children seek attention by acting out, by being irresponsible, disruptive, or unsociable. Often the second oldest in the family, these children divert the family's attention from its troubles to their own bad behavior. Belligerence, defiance, and delinquency can be part of this role. Because disruptive children are openly criticized at home, they may become overly dependent on peers for positive reinforcement or acceptance. This makes them especially vulnerable to the influence of unwholesome peers and puts them at risk for abusing alcohol and other drugs. Such children commonly tangle with school administrators, law enforcement agencies, and health care institutions. They need caring attention, firm structure, and help in learning to express feelings and meet their needs in healthy ways.

Withdrawn children escape into private worlds, do not form close relationships, and often are *loners*. To avoid causing the family more problems, they become children the family does not have to think about. For children who want to go unnoticed, school is not necessarily a safe place—it can be another set of relationships to avoid, ignore, or manipulate. Withdrawn children must be gently, consistently encouraged to join in, and they need much positive reinforcement for trying new things. These children may fear attention; it is wise to proceed slowly.

Carefree children seemingly have no worries. Such children, who may be the youngest siblings, deal with problems by avoidance, a form of denial. At school, they seek approval and recognition by being the center of attention. They tend to be especially protective of the family's feelings. The role they play may offer comic relief and divert attention from otherwise stressful family situations. Carefree children often are less successful in school than others, and they may be perceived as immature by teachers and peers. They are at risk for physical and emotional problems, as well as for abuse of alcohol and other drugs. Teachers can help these children learn healthy ways to gain positive attention and to handle stress.

Children adopt such roles and masks to help them survive in the family system, but these responses may inhibit their development and prevent them from leading fulfilling lives outside the family.

Chapter 3

Understanding Resilience

Not all children from alcoholic families develop problems. Some children exposed to family alcohol abuse navigate the difficulties and bear the stress better than others. This *resilience* is the ability to thrive despite adversity. It allows people of all ages and backgrounds to overcome formidable obstacles. The fact that resilience can be learned has positive implications for children exposed to the trauma and stresses of family alcoholism and for the teachers and counselors who work with them. Studies of such families and children form the basis for what is known about risk factors, protective factors, and resilience. Researchers have investigated children of alcoholics, survivors of the Holocaust, children of mentally ill parents, children of divorced parents, and children displaced by war—all considered at risk of developing emotional, physical, cognitive, and social problems.

One landmark study was a 33-year investigation of Hawaiian children.[1] At intervals of 1, 2, 8, 10, and 31 or 32 years, researchers monitored the development of 698 infants born on Kauai in 1955. One-third of these children did well in school, managed themselves well at home, had healthy social lives, and set realistic goals when they graduated from high school. By the time they reached their late 20s, they were emotionally and physically healthy, enterprising, and optimistic adults. A related study [2] indicated that males and the offsprings of alcoholic mothers had more trouble in childhood and adolescence than females and the offsprings of alcoholic fathers. Children who showed no serious or lasting problems by age 18 differed in temperament, communication skills, self-concept, and control from children who had such problems.

Resilience and Protective Factors

The likelihood that children of alcoholic families will avoid long-term emotional, physical, cognitive, or social impairment is determined by the balance of risk and protective factors experienced over time. Protective factors include:

- Self-esteem
- Personal and social competence
- Effective coping skills
- Independence and sociability
- Commitment to conventional standards about using alcohol and other drugs
- Positive bonding with the family and other social institutions
- Accurate perceptions of peers' use of alcohol and other drugs
- A pleasant temperament that attracts positive attention
- Hobbies that offer creative satisfaction and increased self-esteem
- A sense of humor
- A sense of responsibility
- Bonding with at least one nurturing caregiver in the first year
- Belief that life has meaning
- Some degree of control over their own lives
- Supportive relationships with peers, teachers, neighbors, elders, youth workers, or spiritual leaders
- Positive experiences in school
- Clear standards for behavior
- Involvement in extracurricular projects, events, and clubs.

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[1] Werner, E.E. Children of the Garden Island, *Scientific American*, 106–116. April 1989.

[2] Werner, E.E. Resilient Offspring of Alcoholics: A Longitudinal Study from Birth to Age 18, *Journal of Studies on Alcohol*, 47: 34–40. 1986.

Building Resilience

1. Children of Alcoholics in the Classroom

- Children of alcoholics are not easily identifiable, in part because not all children are affected in the same way by parental alcoholism. Some become compliant, some become conduct-disordered, and some become achievers.
- A common misperception is that most children of alcoholics react by developing a conduct disorder. In fact, only about 20 percent of children of alcoholics can be labeled as having a conduct disorder.
- Resilient children are those who are able to handle difficult times without serious psychological damage. Children of alcoholics who are resilient know how to attract and use the support of adults, usually develop a strong sense of autonomy early in their lives, get involved in many activities outside the home, have a healthy sense of humor, are socially at ease and make others around them comfortable.

2. The Family Experience

- In 60 percent of alcoholic families, the father is the alcoholic. In 20 percent, the mother is the alcoholic. In the other 20 percent, both parents are alcoholic.
- Children of alcoholics are four times more likely to be physically abused, three times more likely to be sexually abused, and six times more likely to witness spouse abuse than are other children.
- Most dysfunctional families, including those in which one or both parents are alcoholic, have unspoken rules for behavior: be in control at all times; always do and say the right thing; deny your feelings, especially negative or vulnerable ones; don't expect reliability or consistency in relationships; don't talk openly about shameful, abusive, or compulsive behavior in the family; don't bring transactions or disagreements to resolution; and, when you engage in disrespectful, shameful, or compulsive behavior, disguise it or deny it.

3. Future Effects

- The degree of parental alcoholism is important to consider in determining the impact of such alcoholism on the child. Those children most negatively affected have alcoholic and nonalcoholic parents whose parenting is seriously impaired. When the nonalcoholic parent's parenting ability is negatively affected, children often begin to resent this parent.
- The gender of the alcoholic parent and the gender of the child are important in determining the intensity of the impact of parental alcoholism on the child. For females, it is most detrimental to have two alcoholic parents and least detrimental to have an alcoholic mother. For males, it is most detrimental to have an alcoholic mother and least detrimental to have an alcoholic father.
- Those with a same-sex alcoholic parent are more likely to become alcoholic themselves than are those with an other-sex alcoholic parent.
- Most children of alcoholics do *not* become alcoholics themselves.
- The effect of parental alcoholism on children is determined by the behavior exhibited by the drunk alcoholic parent. Those children most affected have parents who display offensive behavior (they abuse or embarrass the children). Those least affected have parents who become passive or carefree.

Chapter 3 Highlights

Understanding Resilience

- Not all children from alcoholic families develop problems. These *resilient* children are able to thrive despite adversity, and resilience can be learned.
- Factors that protect children of alcoholics from long-term emotional, physical, cognitive, or social impairment include self-esteem, personal and social competence, effective coping skills, independence and sociability, positive bonding with the family and other social institutions, accurate perceptions of peers' use of alcohol and other drugs, a pleasant temperament that attracts positive attention, hobbies, a sense of humor, a sense of responsibility, bonding with at least one caregiver in the first year, and supportive relationships with peers, teachers, neighbors, elders, youth workers, or spiritual leaders.
- It is important to know the facts about children of alcoholics: In 60 percent of alcoholic families the father is the alcoholic, in 20 percent the mother is alcoholic, and in 20 percent, both parents are alcoholic. Children of alcoholics are four times more likely to be physically abused, three times more likely to be sexually abused, and six times more likely to witness spouse abuse than other children are. Most children of alcoholics do not become alcoholics, but those with a same-sex alcoholic parent are more likely to become alcoholic than those with an other-sex parent.

Chapter 4

Strategies for Building Resilience in the Classroom

On a daily basis, teachers serve as personal role models for all students in the way they communicate feelings, model appropriate behaviors, set goals, and acknowledge achievement. For children of alcoholics, the classroom often is the only place where consistent, reasonable behaviors are displayed and encouraged by adults; where the children are respected as individuals; where they are held accountable for their actions; and where they are encouraged to change what they can when challenged to improve their attitudes or performance.

These strategies serve as a checklist of attitudes that can be incorporated into a teacher's daily communication and interaction with students. They are not a list of suggested activities but are intended to raise awareness of how teachers model attitudes and behaviors that are effective in mitigating the emotionally debilitating experiences of living with active alcoholism and that demonstrate healthy strategies for all students in decision making, relationship building, goal setting and personal responsibility.

Although these strategies are divided into sections, they are interchangeable and apply to a variety of circumstances in daily communications and in specific *learning* situations (subject lessons, discussions, and role plays).

1. Strategies for Enhancing Awareness of Alcohol-Related Issues, Including Alcohol Abuse by Family Members

- During targeted prevention activities, emphasize the chemical nature of alcohol and its effect on the user's body, mind, and emotions.
- Encourage students to make choices in daily activities and to meet goals and deadlines.
- Model processes for setting goals and accomplishing objectives. Indicate that these techniques are appropriate inside and outside school.
- Acknowledge and assess classroom situations that cause confusion and help students respond appropriately.
- Acknowledge achievements, especially those attained despite adversity, or in the presence of personal or situational obstacles.

2. Strategies for Identifying, Expressing, and Managing Emotions

- Maintain an atmosphere of caring, respect, and trust.
- Develop consistent policies and procedures with clear consequences.

- Model communications that identify feelings and display appropriate behaviors that support the expression of feelings in such a manner.
- Use feedback to students that distinguishes between behaviors and emotions but does not undermine their sense of personal worth.

3. Strategies for Being Appropriately Assertive

- Identify and acknowledge assertive behaviors when they are observed.
- Help students distinguish the difference among emotions, opinions, behaviors, and facts during discussions.
- Apply rules consistently, and have students participate in revising the rules as appropriate.
- Exercise authority when necessary, acknowledging the necessity and rationale for *following rules* and delegating responsibility.

4. Strategies for Developing Healthy Peer Relationships

- Identify, reflect, and acknowledge healthy interpersonal relationships in the school setting.
- Develop interaction among students when assigning work or play groups and partners.
- Encourage listening skills using techniques varying responses, restatement, and questioning.
- Acknowledge and affirm diversity in culture, expression, personality, and ability among students and adults.

5. Strategies for Solving Problems and Making Decisions

- Acknowledge the presence and identify the source of conflicts.
- Explain and model processes for resolving conflicts.
- Ask for assistance and contributions of ideas from students and other sources when planning agendas, discussion sessions, and modification of school or classroom policies.

Consulting a School Counselor

School personnel with counseling responsibilities have a special chance to help students learn protective attitudes and behaviors. In individual counseling they can give a child undivided attention, and in individual and group settings—with a level of privacy and attention that is hard to achieve in a classroom—they can focus on issues that affect school performance.

Students may benefit from consulting with a school counselor if they:

- are chronic underachievers and are at risk of dropping out of school;
- attend school erratically and have unexplained absences;
- begin earning uncharacteristically low grades;
- seem isolated from peers and teachers and withdraw when approached;
- are chronically apathetic or seem apathetic about things they used to care about;
- seem compulsively worried about academic or athletic achievement;
- are constantly in conflict with peers or teachers, or become uncharacteristically aggressive;
- habitually cling to teachers before or after school, or suddenly begin exhibiting this behavior;
- chronically complain of ailments such as headaches or stomach aches;
- openly talk about parental alcohol abuse or other family problems, or allude to being troubled about things at home;
- use alcohol or other drugs; and
- associate with peers who use alcohol or other drugs.

Consulting the School Principal

As education leaders and managers, principals establish or recommend prevention programs for students, parents, and the larger community. Principals may be able to undertake a variety of initiatives that build resilience and prevent problems related to alcohol and other drugs in school.

For teachers and school staff, principals can:

- secure training for school personnel;
- establish procedures for working with students;
- make prevention materials available to school staff;
- promote collaboration among all staff; and
- encourage staff to be positive role models.

For students, principals can:

- obtain information about their school and community as a basis for designing and implementing school prevention policies, activities, and prevention programs;
- develop a school alcohol policy;
- incorporate prevention education into the school curriculum for each grade;
- organize assembly presentations that focus on prevention issues;
- develop and communicate prevention messages in school; and
- support extracurricular activities and programs.

For the community, principals can:

- form a community prevention committee;
- encourage school-community collaboration; and
- provide community prevention education.

Chapter 4 Highlights

Classroom Strategies for Building Resilience

- For children of alcoholics, the classroom often is one of the only place where consistent, reasonable behaviors are displayed and encouraged by adults, where they are respected, where they are held accountable for their actions, and where they are encouraged to change what they can when challenged to improve their attitudes or performance.
- To enhance awareness of alcohol-related issues, teachers can stress the chemical nature of alcohol and its effect on the user's body, mind, and emotions during prevention activities; encourage students to make choices in daily activities; model processes for setting goals and accomplishing objectives; and acknowledge student achievements.
- To help students identify, express, and understand emotions, teachers can maintain an atmosphere of caring, respect, and trust; develop consistent policies and procedures; and model communications that identify feelings and display appropriate behaviors.
- To help students be appropriately assertive, teachers can acknowledge assertive behaviors; help students distinguish among emotions, opinions, behaviors, and facts; apply rules consistently; and exercise authority when necessary.
- To help students develop healthy peer relationships, teachers can identify and acknowledge healthy interpersonal relationships; develop interaction among students when assigning groups and partners; encourage listening skills; and affirm diversity in culture, expression, personality, and ability.
- To help students develop their problem-solving and decision-making skills, teachers can acknowledge the presence of conflicts and model processes for resolving them.
- To help students develop skills in adapting to changes, ask for student input when planning agendas and discussion sessions or modifying school or classroom policies.

Fostering Protective Factors in School

Resilient Factor	Definition/Demonstration	Building Skills
Self-respect	Children like themselves, show respect for peers, accept positive attention.	Acknowledge achievement by citing specific efforts. Correct behaviors, not personality. Model empathy, responsibility, reliability.
Independence, self-reliance	Children show initiative, self-discipline.	Establish clear procedures and specify consequences. Have students participate in developing class rules. Acknowledge appropriate behaviors. Increase level of performance and offer help and encouragement to reach higher goals.
Positive outlook	Children know that their lives have meaning and value. They are optimistic and can ask for help.	Show students they deserve trust and respect. Give examples from the teacher's life and from the lives of other adults, students, and historical figures who handled trying circumstances.
Sociability	Children have support systems of teachers, relatives, peers, neighbors. They develop new relationships, pursue academic activities and hobbies.	Help students identify people they can turn to for companionship, guidance, and support.
Sense of responsibility	Children perform family tasks that give them a sense of responsibility and connection to others.	Give students tasks that demand responsible behavior and recognize the accomplishment. Give students a chance to have fun in the classroom.
Good peer relationships	Children feel understood, accepted by peers; they have close peer relationships and can find and make new friends.	Give students a chance to interact with other peer groups. Help students explore ways to make friends, express affection or displeasure, state needs and stand up for themselves, and say **no** when pressuered to do something inappropriate. Encourage a school counselor or social worker to form a support group, which helps members build self-esteem and a sense of responsibility, fosters positive coping skills, and encourages members to express feelings.

Chapter 5

Legal Considerations

Because students sometimes cause the school to become involved in complex legal situations, teachers, counselors, social workers, coaches, and principals need to be aware of legal issues associated with individual rights and responsibilities, and with reporting requirements.

Working with children requires skill, experience, openness, and sensitivity, especially when providing counseling, assessment, and referral services or treatment for problems associated with family alcohol abuse. Sharing certain information with a student may be constrained by law or may lead to an undesirable outcome for the student or the student's family. Students have rights to privacy that are protected by the Constitution and by federal and state laws. Parents' rights to information are protected by federal law. This chapter summarizes the facts people working with children should consider before sharing information about student or family use of alcohol and other drugs with others.

Federal Laws

Federal law severely limits the disclosure—by any program that counsels, assesses, refers, or treats young people with alcohol or other drug problems—of any information that could identify a student to others. Two principal Federal acts affecting such disclosure are:

- The Alcohol and Drug Abuse Confidentiality Statutes (42 USC §§ 290dd-3, and 290ee-3, as implemented in 42 CFR, Part 2).
- The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g, implemented in 34 CFR, Part 99).

FERPA affords rights to parents to "inspect and review" education records of their children who are under age 18 or not enrolled in a postsecondary institution, and limits the release of any personally identifying information from those records. FERPA applies to any institution receiving funds for most programs administered by the Secretary of Education. All public schools must comply with FERPA. Parochial schools that receive no such funding are not subject to this act.

Some states and counties have enacted their own legislation and established their own policies that govern confidentiality and reporting practices, which may provide added protections. School personnel should consult an attorney familiar with state and Federal confidentiality requirements to ensure that their policies and practices comply with the law.

Schools should establish clear reporting protocols and responsibilities consistent with Federal and state laws and with their own internal policies. Unilateral actions by individuals working with children, even when motivated by a desire to help a student or avoid a problem, must be discouraged unless the actions are consistent with the law, school policy, and the school system's chain of command. Training in the complexities of disclosing information about students is recommended for all school personnel.

A Child's Right to Privacy

A child's right to privacy is strictly protected by FERPA and federal confidentiality statutes in most situations. Under FERPA, a school or education agency cannot disclose any personally identifiable information from education records (information in a record relating to a student and maintained by the school) without the prior written consent of the student's parent or, if the student is 18 or older or attending an institution of postsecondary education. FERPA also covers records maintained on behalf of the education agency or institution, including records of student assistance programs administered under contract to a school or school system. However, informal notes of instructional, administrative, or other school personnel that are kept in the sole possession of the note-taker are not subject to FERPA unless they are accessible or revealed to another person.

Counseling records of at-risk children are education records subject to FERPA if the child is a student and the record is maintained by the school or a party acting for the school. Therefore, the school may not generally disclose such records without getting the parents' prior written consent.

In addition, information, both recorded and unrecorded, concerning at-risk children may be subject to the provisions of the Alcohol and Drug Abuse Confidentiality statutes if that child is receiving any service for an alcohol or other drug problem. If this is so, no information concerning a student can be released unless the student signs a valid consent form allowing the release of specific information.

The Federal Alcohol and Drug Abuse Confidentiality regulations apply if the child is participating in a school-based or independent program that provides counseling, assessment, or referral services, or treatment to youth for alcohol and other drug problems. These regulations do not apply if the child is being advised by a teacher, counselor, social worker, school psychologist, or nurse who is not part of an alcohol or other drug prevention program.

A good general rule to follow is: **When in doubt, don't disclose information**. But there are important exceptions:

- If a student signs a consent form allowing the release of specific information, that information can be disclosed.[1]
- Some classroom education is not covered by existing confidentiality regulations. For example, if a teacher provides classroom education on alcohol and other drugs to all students, and does not counsel individual students or formally assess and refer students, the teacher is not constrained by Federal confidentiality regulations. Under FERPA, however, any records a teacher maintains with regard to confidential information shared by a student in these classes **would be protected**.
- If program leaders want to meet with parents, teachers, or others to discuss whether a particular student needs intervention, referral, or treatment, they may do so if the child has not yet been evaluated or counseled by the program or sought the program's help. Federal confidentiality regulations apply, however, as soon as the child or the child's family applies for any of the program's services. Thereafter, a program leader cannot disclose information that explicitly or implicitly could identify to another person the child or the child's parents as users of alcohol or other drugs.

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[1] Under FERPA, the consent must be executed by parents of minor children.

Information protected by Federal confidentiality regulations may be disclosed in medical emergencies, in child abuse reports, and in internal communications within a program. But the allowance for internal program communication is not a license for sharing confidential information freely with school system teachers, guidance counselors, principals, or district administrators. Disclosure can be made only to someone who has direct administrative control of the program **and** who needs the information to facilitate providing the student with alcohol or other drug-related services. Under FERPA, education records **may** be shared with other school officials in some circumstances.

Student Consent

If the student (and, in some states, the parent, other caregiver, or guardian) signs a consent form, information specifically identified can be disclosed to those persons identified in the form.

Student consent forms must be in writing and must include **all** of the following information: the student's name; the name of the school or program making the disclosure; the name and title of the organization or individuals who will receive the information; a description of the information that will be disclosed; a statement that the student may revoke the consent at any time, except to the extent that the program has already acted on it; the date, event, or condition on which the consent expires; the signature of the student (and, in some states, the parent, other caregiver, or guardian); and the date the consent form was signed.

The Student's Family

Dealing effectively with a student's family can require considerable skill, especially when implementing a resilience-building strategy to help a child from a family affected by alcohol abuse. Confidentiality issues also may be involved.

FERPA requires that educational institutions and agencies give parents a chance to inspect and review their children's education records, including records covered by the Federal Alcohol and Drug Abuse Confidentiality Regulations, which can be disclosed only if the student has specifically consented.

The Department of Health and Human Services and most states interpret the confidentiality regulations as requiring that a student consent to parental access to records under FERPA before receiving alcohol and other drug abuse diagnostic, counseling, treatment, or referral services.

When a school-based record is subject to the Confidentiality and FERPA regulations, consent must be obtained from the minor (confidentiality statutes) and the parent, caregiver, or guardian (FERPA). These requirements reduce the potential for conflict between the two sets of regulations.

Schools are encouraged to retain knowledgeable legal counsel or to contact the state attorney general for legal assistance and guidance. State laws vary widely. Some states prohibit a program from conditioning admission on the prior receipt of a valid student consent form. School personnel must know their state's legal requirements before developing and publicizing policies and procedures.

Some issues that involve the family require more sensitive judgment than legal knowledge. One such issue is family privacy. Often the behavior students exhibit is directly related to the family situation. Many students protect the family out of love, fear, confusion, embarrassment, or a desire to conform to community norms; specific questions about family matters may upset such students. In contrast, some students may give teachers information that may or may not be true to gain their confidence, attention, or sympathy. Teachers should assess any information and decide on a course of action using judgment, experience, and, within the limits of the law, consultations with school officials.

Criminal Behavior

Many counselors, treatment professionals, and teachers believe they have an ethical and professional obligation to try to prevent a crime when they are in a position to do so, especially if the crime is serious and involves young people. Nonetheless, actual or suspected criminal behavior can present special confidentiality issues if learned about in school or in a program covered by the confidentiality statutes.

For example, a counselor may learn that a student is threatening or intends to commit a crime, or that a child in the school has heard a family member make such a threat. If the counselor learns this information by chance or in a situation not covered by confidentiality regulations, school personnel (after consulting with supervisors) are permitted to pass on the warning. However, reporting an intended crime learned about in the context of a substance abuse program is a direct violation of confidentiality laws and regulations.

A legal trend is developing, however, under which professionals who learn of an impending violent crime are encouraged to take "reasonable steps" to protect an intended victim. State courts generally have adopted this position, although it usually applies only when there is a specific, identifiable victim. The issue is controversial because Federal law may conflict with or vary from state law. If such a situation arises, the principal and district school officials should be consulted and a strategy developed. If the concern is serious, school personnel may decide to seek a court order permitting a report to be made without revealing information that identifies the student.

When a student has committed or threatens to commit a crime on school premises or during a school program, or against school or program personnel, even confidentiality regulations permit disclosure to a law enforcement agency without special authorization of the incident's circumstances, including the suspect's name, address, last-known whereabouts, and program or school status.

If a principal, counselor, teacher, or other school professional learns that a student has committed a crime outside the school, reporting obligations are less straightforward. In most states it is not a crime to fail to report information about past crimes by students. Even in the few states where failure to report is a crime, violators are rarely prosecuted. The usual practice tends to be not to report such crimes to the authorities, although circumstances may make reporting a better alternative.

If a serious crime occurs—homicide, rape, kidnapping, armed robbery, assault with a deadly weapon, child abuse or neglect—many schools act differently. A school or program can apply for a court order under Section 2.65 of the Federal Confidentiality regulations to allow reporting of such crimes because of their severity and immediacy. Of course, any criminal violation may be reported if the student has signed a valid consent form.

Suspected Child Abuse or Neglect

Child abuse and neglect are associated with family alcohol abuse and other severe stress. All 50 states have statutes that require reporting when there is "reasonable cause" to believe or suspect child abuse or neglect. State statutes differ, but most require social service workers and physicians to report such situations. Most states also require an immediate oral report, and many have established toll-free numbers for this purpose. All states extend immunity from prosecution to people who report child abuse or neglect, and most states penalize those who fail to report. School policies should comply with Federal and state regulations. Many states require that staff first report suspected child abuse or neglect to the principal. The principal is required to make an official report to district school officials, who then make a report to the police or to family services.

Chapter 5 Highlights

Before acting on **any** information or disclosure:

- Know school and local education agency policy.
- Take concerns to the person in the school with decision-making authority.
- Use **no** names unless there is an emergency.

Appendix A

Resources and References

Federal Resources and Clearinghouses

The Federal Drug, Alcohol and Crime Clearinghouse Network (800) 788–2800. Gives access to seven federal clearinghouse and information centers focusing on alcohol and other drugs. The Interagency Working Group of Federal Clearinghouses includes the Office of National Drug Control Policy (ONDCP), and the Departments of Education, Health and Human Services, Housing and Urban Development, and Justice.

Catalog of Selected Federal Publications on Illegal Drug and Alcohol Abuse. Contains publication titles, as well as contact and service information for seven federal clearinghouses—Drug Abuse Information and Treatment Referral Line, Drug-Free Workplace Helpline, Drugs and Crime Data Center and Clearinghouse, Drug Information and Strategy Clearinghouse, National AIDS Clearinghouse, National Clearinghouse for Alcohol and Drug Information (NCADI), National Criminal Justice Reference Service. Catalogue is organized by topic: Reference Materials, Statistics, AIDS, Community Initiatives, Drug Testing, Education, General Treatment, Housing, Law Enforcement, Pregnancy, Spanish Publications, Special Populations, Treatment Programs for Offenders, Youth and Crime, Work Place. Order forms for each agency's materials are included in the catalogue.

U.S. Department of Education. *The Connections Kit* is a curriculum kit with components focused through the special needs of children of alcoholics in grades five through eight. *Learning to Live Drug Free* includes lesson plan modules for students at all grade levels. For information about the availability of these kits, contact NCADI, (800) 729–6686.

Organizations

Al-Anon/Alateen Family Group Headquarters Inc.
P.O. Box 862, Midtown Station
New York, NY 10018–0862 • 212–302–7240

Al-Anon was established as a self-help resource for family members and friends of alcoholics. It is a free, non-professional, worldwide organization with more than 30,000 groups (see your telephone white pages).

Alcoholics Anonymous World Services Inc. (AA)
P.O. Box 459, Grand Central Station
New York, NY 10163 • 212–686–1100

AA maintains that members can solve their common problem, alcoholism, by participating in a 12-step program that includes sharing experience, strength, and hope with each other. Member-supported; unaffiliated with any sect, denomination, political organization, or institution.

American Council on Alcoholism
White Marsh Business Center
5024 Campbell Blvd., Suite H
Baltimore, MD 21236 • 301–931–9393

A coalition of local, state, regional, national, and individuals working to end alcohol abuse and alcoholism through education, prevention, early diagnosis, and rehabilitation.

American Council for Drug Education
204 Monroe Street
Rockville, MD 20850 • 301-294-0600

An organization of doctors, mental health counselors, teachers, clergymen, school librarians, parents, groups, industry leaders, and concerned individuals that disseminates information on alcohol and other psychoactive drugs.

Americans for Substance Abuse Prevention and Treatment
511 Capitol Court NE, Suite 300
Washington, DC 20002

Seeks to increase public awareness and education concerning the warning signs and dangers of alcoholism and drug addiction.

Children of Alcoholics Foundation, Inc.
P.O. Box 4185, Grand Central Station
New York, NY 10163-4185 • 212-754-0656

Seeks to educate the public about children of alcoholics and alcohol abusers and stimulate interest in seeking solutions to their problems. Promotes research, education and informational programs, and public discussion on alcoholism, alcohol abuse, and its effects on children.

Families Anonymous
P.O. Box 548
Van Nuys, CA 91408 • 818-989-7841

Local groups of parents, relatives, and friends concerned about drug abuse or related behavioral problems. The organization, patterned after Al-Anon and Alcoholics Anonymous programs, helps families overcome the tendency to over-protect drug abusers. Strives to improve interfamily relationships.

Hazelden Foundation
Pleasant Valley Road
Box 176
Center City, MN 55012-0176 • 800-328-9000

Provides rehabilitation, educational and professional services for chemical dependency and other addictive behaviors, as well as continuing education programs for professions, research and evaluation programs, and consultation and community services.

Institute on Black Chemical Abuse
261 Nicollet Avenue
Minneapolis, MN 55408 • 612-871-7878

This institute provides training and technical assistance to programs that want to serve African-Americans and other clients of color more effectively.

Just Say No Clubs
1777 North California Blvd., Suite 210
Walnut Creek, CA 94596 • 800-258-2766,
415-939-6666

These nationwide clubs provide support and positive peer reinforcement to youngsters through workshops, seminars, newsletters, and a variety of activities. These clubs are organized by schools, communities, and parent groups.

National Association of Alcoholism and Drug Abuse Counselors
3717 Columbia Pike, Suite 300
Arlington, VA 22204 • 703-920-4644

An organization for counselors in alcohol and drug abuse treatment. Seeks to establish legislation and accreditation standards for counselors.

National Association for Children of Alcoholics (NACoA)
31582 Coast Highway, Suite B
South Laguna, CA 92677 • 714-499-3889

NACoA is a national, nonprofit organization resource that supports and serves people of all ages who have been affected by the alcoholism or other drug dependence of a parent, and it assists those in a position to help them. Its programs are designed to increase public and professional awareness of issues affecting children of alcoholics. It operates a clearinghouse, produces a quarterly newsletter, and conducts annual regional and national workshops.

National Association for Native American Children of Alcoholics
P.O. Box 18736
Seattle, WA 98118 • 206-322-5601

This corporation forms a national network and support system for Native American children of alcoholics (CoAs) by providing training, a clearinghouse, and serving as an advocate for Native American CoA services at all policy levels, and by disseminating a regular networking newspaper for Native American CoAs.

National Association of State Alcohol and Drug Abuse Directors
444 N. Capitol Street NW, Suite 642
Washington, DC 20001 • 202-783-6868

Fosters the development of comprehensive alcohol and drug abuse programs on state resources and services, alcohol and drug issues related to AIDS, drunk driving, and criminal justice activities in each state. It serves as an information clearinghouse.

National Black Alcoholism Council Inc.
1629 K Street NW, Suite 802
Washington, DC 20006 • 202-296-2696

An organization supporting and initiating activities that improve alcoholism treatment services in the African American community. It also provides training on how to treat African Americans from a cultural prospective during treatment.

National Coalition for Hispanic Health and Human Services Organizations
1030 15th Street NW, Suite 1035
Washington, DC 20005 • 202-371-2100

An organization acting as a focal point and resource for Hispanics promoting education, mental health, drug abuse, and alcohol abuse treatment prevention. It also conducts seminars and workshops on Hispanic health, mental health, and human services issues.

National Council on Alcoholism and Drug Dependence
12 West 21st Street
New York, NY 10010 • 212-206-6770

Works to prevent alcoholism through public and professional education, medical and scientific information, and public policy advocacy. Sponsors National Alcohol Awareness Month each April and National Fetal Alcohol Syndrome Awareness Week.

Parents' Resource Institute for Drug-Free Education (PRIDE)
50 Hurt Plaza, Suite 210
Atlanta, GA 30303 • 404-577-4500

This national resource and information center offers consulting services to parent groups, school personnel, and youth groups. It provides a drug-use survey service and maintains a series of drug information tapes to which callers can list free of charge by calling 1-800-241-9746 after 5 p.m. It conducts an annual conference; publishes a newsletter, a youth-group handbook, and other publications; and sells and rents books, films, videos, and slide programs.

Commercially Available Materials

A number of publishers provide materials ranging from books for professionals and children, audio cassettes, films, videos, posters, curricula, motivational tools, self-help materials, and information on conference and professional development opportunities; this is a partial listing. Inclusion of these resources does not indicate endorsement by the Department of Education.

Call or write for catalogues from the following publishers:

Al-Anon/Alateen Family Groups
P.O. Box 182, Madison Square Station
New York, N.Y. 10159
(800) 356-9996

Titles include: *Alateen, Hope for Children of Alcoholics; What's Drunk Mama?; If Your Parents Drink Too Much; A Teacher Finds Guidance in Al-Anon* (reprint); *A Day at a Time in Alateen; Alateen Talk* (newsletter); *Al-Anon Faces Alcoholism*; other pamphlets and books, and a monthly magazine with articles on personal recovery and experience. Some materials may be available at no charge.

Children of Alcoholics Foundation, Inc.
200 Park Avenue, 31st Floor
New York, N.Y. 10166

Publications include: *Children of Alcoholics: A Report to the Governor of the State of New York; Children of Alcoholics: A Review of the Literature, Report of the Conference on Research Needs and Opportunities for Children of Alcoholics; Directory of National Resources for Children of Alcoholics.*

CompCare Publications
2415 Annapolis Lane
Minneapolis, MN 55441
(800) 328-3331

Titles include: *An Elephant in the Living Room* (children's book and leader's guides); *A Life Worth Waiting For*; professional development materials; pamphlets; and other titles related to issues of children of alcoholics.

Hazelden Press
Pleasant Valley Road, Box 176
Center City, MN 55102-0176
(800) 328-9000

Titles include: *Learn About Children of Alcoholics; Brown Bottle—A Fable for All Ages; My House is Different*; as well as self-help books; motivational items; audio and video tapes; and professional development materials on family alcoholism and other issues affecting children of alcoholics.

Health Communications, Inc.
3201 S.W. 15th Street
Deerfield Beach, FL 33442
(800) 451-9100

Titles include: *Recovery Resource Guide* (a comprehensive listing of books, articles, pamphlets, film/video, audio cassettes, and organizations targeting specific groups such as young children of alcoholics, adolescent children of alcoholics, and others); *Children of Alcoholics: A Guide Book for Parents, Educators, and Therapists; Children of Alcoholics: Understanding and Helping; Growing in the Shadow; Changing Legacies; Growing Up in an Alcoholic Home; Grandchildren of Alcoholics: Another Generation of Co-Dependency; My Mom Doesn't Look Like an Alcoholic* as well as professional development, audio and video cassettes, motivational materials, and more.

M.A.C. Publishing
5005 E. 39th Avenue
Denver, CO 80207

Titles include: *My Dad Loves Me; My Dad Has a Disease.*

National Children of Alcoholics Association (NACoA)
31582 Coast Highway, Suite B
South Laguna, CA 92677

Titles include: *Children of Alcoholics: Meeting the Needs of the Young COA in the School Setting; Children of Alcoholics: A Guide for Professionals; Children of Alcoholics Handbook: Who They Are, What They Experience, How They Recover; El Secreto de Pablito.*

Film/Video

Al-Anon Family Groups
P.O. Box 862, Midtown Station
New York, N.Y. 10018-0862
(800) 356-9996

Al-Anon Speaks for Itself (15 minutes) presents the Al-Anon/Alateen program and how it can help family members.

ACCESS Inc.
P.O. Box 30380
Indianapolis, IN 46230

Tell Someone (4 minutes) portrays the impact of addiction on the families of all backgrounds through a music video.

Addiction Research and Consulting Services
828 Grant Street
Indiana, PA 15701

Children of Alcoholics (38 minutes) discusses special treatment needs of alcoholics and their families with therapists and counselors.

AIMS Media
6901 Woodley Avenue
Van Nuys, CA 91406–9980

Alcohol and the Family: The Breaking Point (29 minutes) portrays the effects of alcoholism on family members; *All Bottled Up* (29 minutes) highlights the child's perspective of alcoholic parents; *That's Marilyn* (28 minutes) provides an understanding some of the suffering of children of alcoholics and develops a basis for discussion.

Brigham Young University
Department of Audio-Visual Communications
Provo, UT 84601

Bitter Wind (running time not provided) presents the story of a Navajo family and its son's attempts to reunite them.

Carousel Film and Video
241 East 34th St., Room 304
New York, N.Y. 10016

Suffer the Children explains the problems faced by children growing up in an alcoholic home through interviews with children, a parent, and Dr. Claudia Black.

CompCare Publications
2415 Annapolis Lane
Minneapolis, MN 55441

All Alone Together (43 minutes) presents two alcoholic parents and three children with drug problems who re-enact their own experiences with alcoholism, addiction, growth, and recovery.

Coronet/MTI Film and Video
108 Wilmot Road
Deerfield, IL 60015

Drinking Parents (10 minutes) emphasizes community resources that are available to help children with alcoholic parents. The experience of living with an alcoholic is recounted from the point of view of a recovering alcoholic mother and teenaged daughter. *Families of Alcoholics* (15 minutes) explores the despair, hopes, and fears of family members with Geraldo Rivera. *When Your Parent Drinks Too Much* (17 minutes) explores the situations with which children of alcoholics cope in their family and emphasizes that alcoholism is a disease that children cannot cause, control, or cure.

FMS Productions Inc.
1777 North Vine Street
Los Angeles, CA 90028

Alcoholism and the Family (42 minutes) surveys the effect of alcoholism before and after sobriety.

Health Communications Inc.
Enterprise Center
3201 S.W. 15th Street
Deerfield Beach, FL 33442

Hope for the Children (28 minutes) includes vignettes from therapy groups for use in training adults about the problems faced by 5- to 12-year old children of alcoholics.

Health Media Services
367 Liberty Street
San Francisco, CA 94114

Alcoholism in the Family (58 minutes) presents a clinical training identifying hidden alcoholic parents in families of adolescents referred for drug abuse.

Hazelden Press
Pleasant Valley Road, Box 176
Center City, MN 55012–0176

Family Matters (30 minutes) presents five diverse families that have survived the problems of addiction.

Health Sciences Consortium
200 Eastown Drive, Suite 213
Chapel Hill, N.C. 27514

Alcoholism, A Family Problem (13 minutes) dramatizes three stages of alcoholism as it affects family members, exploring the feelings and behaviors typical of each stage.

Learning Corporation of America
1350 Avenue of the Americas
New York, NY 10019

She Drinks a Little (31 minutes) portrays the story of Cindy, a teenager with an alcoholic mother, who finds a friend with a similar problem and learns to deal with her problems through the Alateen program.

M.A.C. Publishing
5005 E. 39th Avenue
Denver, CO 80207

A Child's View (45 minutes) explains alcohol and drug abuse for children based on the book, *My Dad Loves Me, My Dad has a Disease*. *Children of Denial* (28 minutes) features Dr. Claudia Black speaking about youthful, adolescent and adult children of alcoholics and the rules (don't talk, don't trust, don't feel) that control their lives.

McGraw-Hill Films
330 West 42nd St.
New York, NY 10036

The Summer We Moved to Elm Street (30 minutes) shows the experience of living with an alcoholic through the eyes of a 9-year-old girl.

ONSITE Training and Consulting Inc.
2820 West Main St.
Rapid City, SD 57702

Family Decathexis (30 minutes) explores the myths that surround the family and that create barriers to breaking patterns of co-dependency. *The Family Trap* (30 minutes) offers counselors a picture of pressures that contribute to the family illness and the opportunity for recovery through identification, intervention, and counseling.

Perennial Education Inc.
930 Pittner Avenue
Evanston, IL 60202

A Family Talks About Alcohol (3 minutes) dramatizes the problems experienced by a family as a result of one alcoholic member.

Gerald T. Rogers Productions
5215 Old Orchard Road, Suite 990
Skokie, IL 60077

My Father's Son (33 minutes) follows the 16-year old son of an alcoholic as he tries to lead a normal life amid the chaos of a dysfunctional family.

Sunburst Communications
101 Castleton St.
Pleasantville, NY 10570–9971

I Live in an Alcoholic Family focuses on the recovery of three teenagers who live in alcoholic families as they learn that they did not cause, cannot control, and cannot cure their parents' alcoholism. *If Someone in Your Family Drinks* explores roles within the alcoholic family system and suggests ways that adolescents can receive help for themselves. *Living with Trouble: Crisis in the Family* explains a process that teens can use to cope with family crises, including alcoholism.

Audio Cassettes

Addiction Counselors Continuing Education Services Inc.
P.O. Box 30380
Indianapolis, IN 46230
Alcoholic Family Patterns (Rokelle Lerner); *The Hurried Child Syndrome* (Robert Subby); *Families and Alcoholism;* and *What About the Children?* (Janet Woititz).

Addiction Research and Consulting Services
828 Grant Street
Indiana, PA 15701
COAs and Human Development, Family Response to Addiction (Robert Ackerman).

AIMS Media Inc.
626 Hustin Avenue
Glendale, CA 91201
Counseling the Children of Alcoholics (Kathleen Michael).

Hazelden Press
Pleasant Valley Road, Box 176
Center City, MN 55012–0176
Don't Talk, Don't Trust, Don't Feel (Claudia Black).

Hogg Foundation Library
P.O. Box 7998
University of Texas
Austin, TX 78712
Children of Alcoholics (Frank G. Stone).

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570
Parents with Alcoholism: Kids with Hope.

Newsletters, Magazines, Bulletins

Al-Anon Family Groups
P.O. Box 862, Midtown Station
New York, NY 10018–0862
(800) 356–9996

Alateen Talk
Al-Anon in Focus
Newsletters for professionals, educators, and the general public that give information on the history and practice of the self-help programs of Alateen (for children ages 12 to 20 affected by family alcoholism) and Al-Anon Family Groups (for friends and relatives of those who have a problem with alcohol).

National Children of Alcoholics Association (NACoA)
31582 Coast Highway, Suite B
South Laguna, CA 92677
NACoA Network
Newsletter from national advocacy organization for children of alcoholics.

New York Coalition for the CoA
P.O. Box 9
Hempstead, NY 11440
CoA

Thomas W. Perrin Inc.
P.O. Box 190
Rutherford, NJ 07070
CoA Review

U.S. Journal of Drug and Alcohol Dependence
Enterprise Center
3201 S.W. 15th Street
Deerfield Beach, FL 33442
Changes (for and about Adult Children of Alcoholics), *Focus* (on Family and Chemical Dependency), magazines that include articles about education, counseling, and resolution of ongoing issues of living with family alcoholism.

Miscellaneous Materials, Curricula, and Program Plans

Camelot Unlimited
17 North State St., Suite 1222
Department 18
Chicago, IL 60602
Children of Alcoholics Screening Test Manual, includes instructions, research survey, and notebook.

Children Are People Inc.
4993 Selby Avenue
St. Paul, MN 55102
Children are People, program kit and training for program leaders including support materials (feeling cards, slogan stickers, compliment sheets, behavior cards, balloons, certificates).

Education Development Center Inc.
P.O. Box 1799
Ridgely, MD 21681
(800) 732–4726
Talking about Alcohol: A Program for Parents of Preteens, audio cassette, and handbook.

Goodwin-Geier
P.O. Box 1971
Tuscaloosa, AL 35403
Play It Straight: A Family Game, intended to facilitate interaction within families about alcohol and other drug issues.

Knopf Communications
1126 South Main Street
Plymouth, MI 48170
Children in Focus, group program and facilitator training designed for children at risk, emphasizing coping skills, feelings, decision-making.

M.A.C. Publishing
5005 East 39th Avenue
Denver, CO 80207
The Stamp Game: A Game of Feelings, designed to help players identify, clarify, and express feelings.

National Council on Alcoholism
Central Mississippi Area Inc.
1510 North State St.
Jackson, MS 39202
CAUSE Game, developed by J.S. Hughes for children of alcoholics.

National Council on Alcoholism and Drug Dependency Inc.
12 West 21st St.
New York, NY 10010
(800) 622–2255
Database of local organizations, publishes materials designed for use by youth.

David R. Reese
1503 Third St. North
Nampa, ID 83651
Human Resource Bank, includes program development for children of alcoholics.

Robert Subby
Family Systems Center
7300 France Avenue South, Suite 325
Edina, MN 55435
Children of Alcoholics cards.

Appendix B

Selected Readings

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Be Smart! Stay Smart! Don't Start! Program Guidelines and Action Steps. Rockville, MD: U.S. Department of Health and Human Services, Office for Substance Abuse Prevention, 1989.

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Communities Creating Change: Exemplary Alcohol and Other Drug Prevention Programs. Rockville, MD: U.S. Department of Health and Human Services, Office for Substance Abuse Prevention in cooperation with the National Association of State Alcohol and Drug Abuse Directors and the National Prevention Network, 1990.

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Appendix C

Guidelines for Reviewing Alcohol-Abuse Prevention Materials

School staff may be responsible for reviewing, selecting, modifying, or creating alcohol prevention materials or programs. Following are examples of guidelines that can be used as is or adapted to assist in making decisions concerning prevention materials and programs for students in grades 5 to 8. For further information, see **Appendix A**.

Scientific Validity

1. Do the materials include information that is scientifically accurate and current?
2. Do the materials verify the facts provided even in recently published materials?
3. Does the information clearly and accurately show the consequences of alcohol or other drug use by young people on their physical and emotional health and mental faculties right now?
4. Is the source of the materials credible?

Messages

1. Do the materials include clear "no use" messages for persons under 21?

Examples:

- Drinking alcohol is illegal if you are under 21.
- Drinking alcohol damages your physical and emotional health and mental faculties right now.

2. Do the materials include hopeful messages about family alcohol abuse?

Examples:

- If family members have alcohol or other problems, remember:

  You didn't cause it.

  You can't control it.

  You can't cure it.

  You *can* get help for yourself.

  You aren't alone. There are many other young people in situations similar to yours.
- You are special and important no matter what.

3. Are the materials free of contradictory messages (pro drug messages combined with cautions) and pro drug messages?
4. Do the materials use recovering alcoholics or other addicts as role models? (Students may interpret their experiences as evidence that they can easily survive using alcohol and other drugs, and may even become rich or famous as a result.)
5. Are the messages appealing to students in grades 5 to 8? Believable? Persuasive?
6. Do the messages call for action?
7. Do the messages need to be combined with other messages or materials to be effective?
8. Have the messages been pretested?

Student Skills

1. Do the materials help students learn skills that will enable them to avoid alcohol and other drug use, and to develop protective attitudes and behaviors? (Examples of such skills are dealing with issues related to alcohol and other drugs in healthy ways, including saying no; managing and expressing feelings in healthy ways; showing appropriate assertiveness; seeking support; developing healthy peer relationships.
2. Do the materials include pictures or information from which young people could learn to procure or use alcohol or other drugs?
3. Do the materials set positive standards of behavior for all young people?

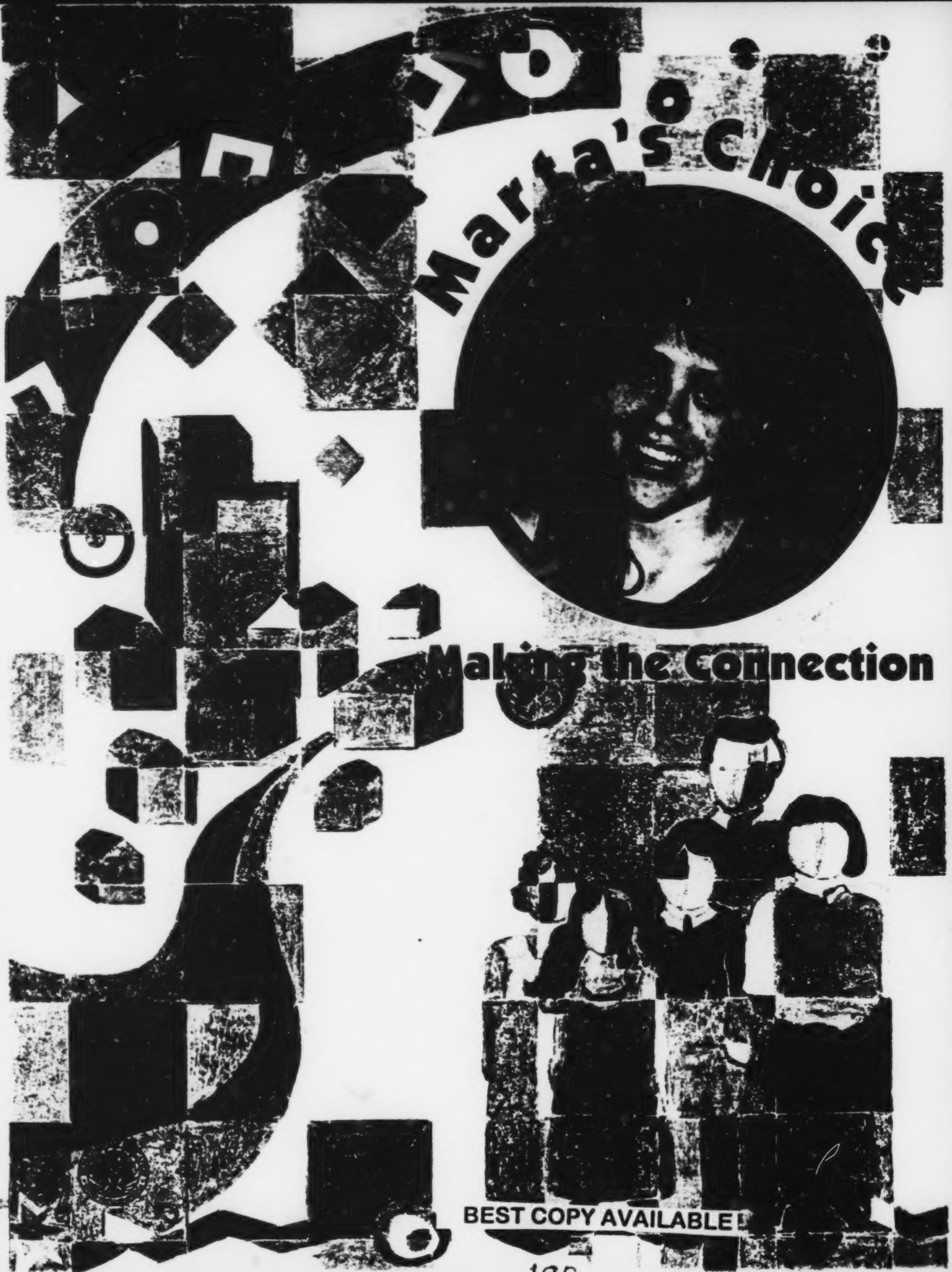
Conformity With School Policies

Are the materials consistent with your school's policies and approaches to alcohol and other drugs?

Communication Strategies

1. Are the materials appropriate for students' grade levels?
2. Are the materials culturally sensitive?
3. Do the materials include clearly stated teaching objectives?
4. Do the materials include learning activities that support teaching objectives?
5. Are the language and tone of the materials appropriate for grades 5 to 8?
6. Do the materials include an assessment that measures the impact of the materials/program on students' knowledge and attitudes about alcohol and other drugs?

(Adapted from OSAP, *Prevention Plus II: Tools For Creating and Sustaining Drug-Free Communities*, 1989; Department of Education, *What Works: Schools Without Drugs* (1989); and OSAP and Department of Education guidelines.)



Marta's Choice

Making the Connection

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This product was produced by Social & Health Services, Ltd., The National Association of Children of Alcoholics and Health Education Communication Consultants under Contract No. 277 904220. Judith E. Funkhouser served as the Office for Substance Abuse Prevention project officer in the Department of Health and Human Services. Cover art provided by Eric Moore. Layout and design provided by Dialogue Systems, Inc. Photographs provided by Lydia Goldsmith.

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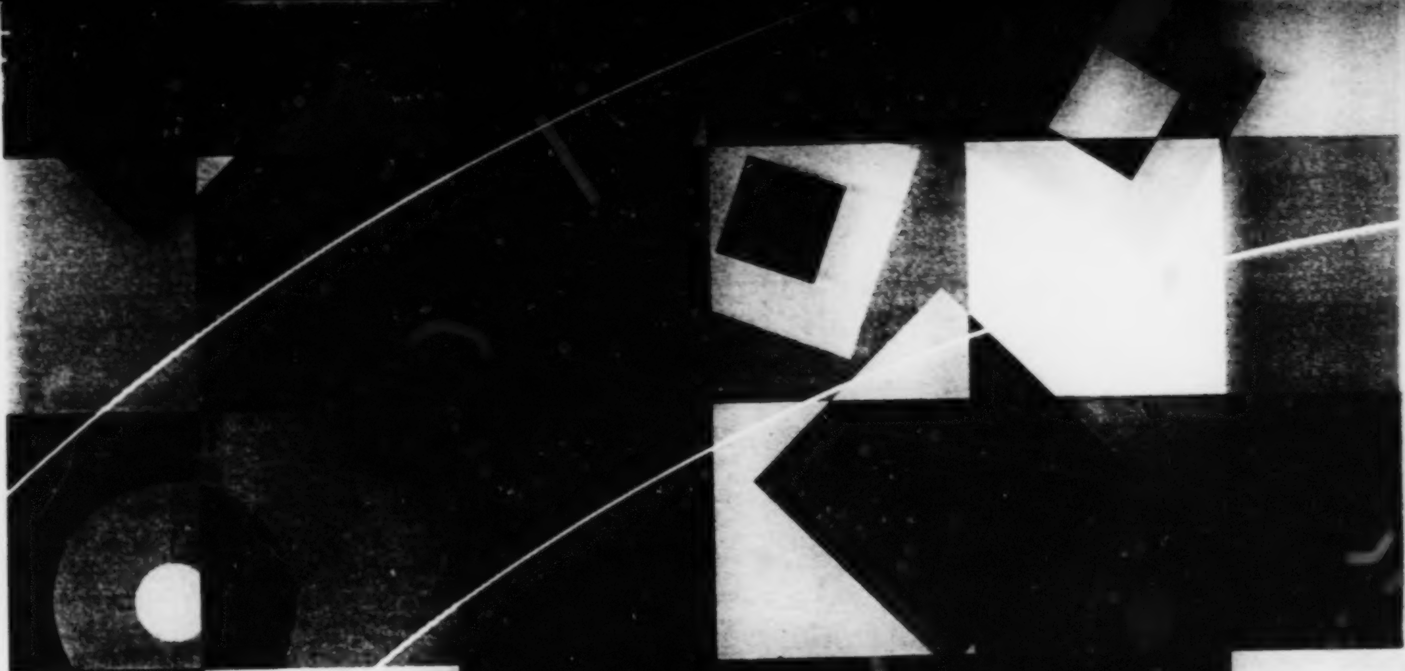

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[illegible] contribu-t[illegible]ny people whose words and photographs appear in the[illegible]. Some of them volunteered to participate because they o[illegible] important to their lives have been affected by alcoholis[illegible]/or problems related to other drugs. Others wanted to be part o[illegible]forts to build resilience among young people in high-risk environments and to encourage them to "Be Smart! Don't Start!" drinking or using other drugs. Finally, some professional performers may be seen or heard in CONNECTIONS.

There is no typical American alcoholic, addict or child of an alcoholic. Just as adults and children in the general population who are living with these problems look like the rest of us, the people we will meet in CONNECTIONS look and sound like those we already know. For those who did share from painful personal experiences in the hope of preventing or reducing suffering for others, our very special thanks.

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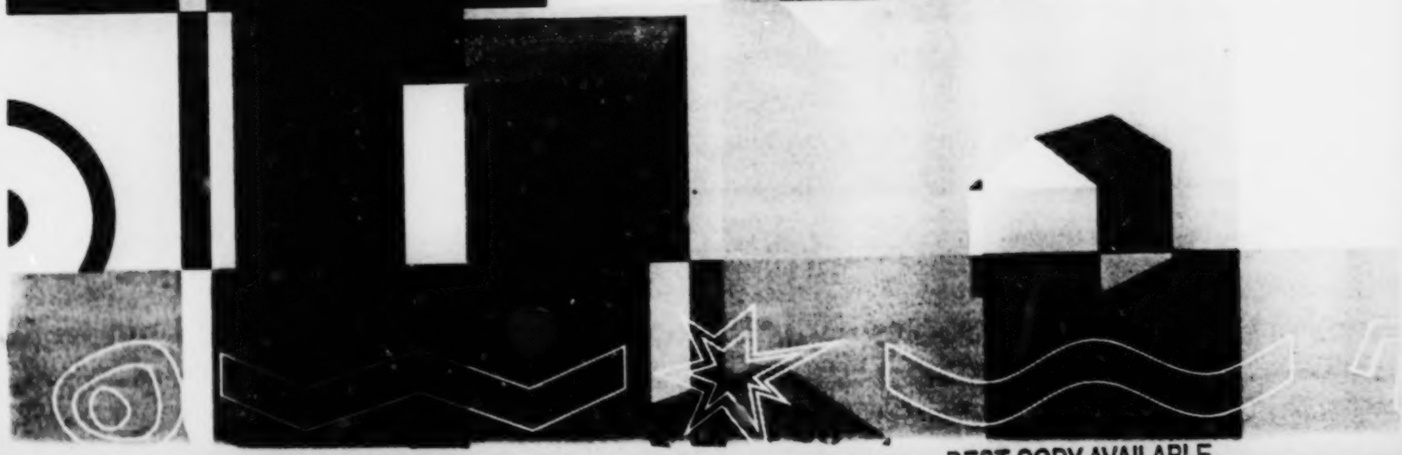

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Marta's Choice

Making the Connection

The siren broke into the late night silence. Marta looked nervously at her alarm clock on the night table by her bed. 11 p.m.

She lay in bed, waiting. Finally, she couldn't stand it any longer. She got up, put on her bathrobe and went downstairs. She peeked into the kitchen, where her mother, Rosa, sat alone. Rosa was staring at the table, twisting the corner of her apron with nervous fingers.

Abuelita Maria, Marta's grandmother, had gone to bed. As usual these days, Marta's brother Alberto was nowhere to be seen. He was probably still at the neighborhood fiesta, even though he was supposed to have come home earlier with the rest of the family. Marta's father, José, was still at the fiesta.

The siren had stopped. Marta dreaded Saturday nights. More and more often, José came home late on weekend nights. When he did get home, the whole house could hear him. He'd yell at Rosa, who answered him quietly. That only seemed to make him yell louder. The arguing would go on for what seemed like hours, until it would suddenly stop. When that happened, Marta knew her father had passed out on the sofa in the living room from drinking too much. The next morning, she would find him snoring loudly. Marta would try hard to avoid him as she got ready for church. For one thing, he was usually unhappy when he finally woke up. For another, he smelled of alcohol and she disliked the odor.

Marta sighed. It was so hard for her to see her father when he drank too much. In the past, José had been the most kind and loving father you could imagine. He still was, too, when he wasn't drinking. Marta could remember wonderful family picnics when her father would carry her on his shoulders to the park. He would play frisbee for hours with Alberto on those days and then the whole family would sit together to eat the delicious lunch that Rosa had prepared.

But those days had changed. Now, José seemed to be drinking more and more frequently. Often, he just passed out in front of the TV after drinking a couple of six packs of beer after work. José used to help Marta with her homework after dinner, but now he didn't seem to have the time or interest.

Ooh! There was the siren once again. Marta shuddered. Slowly she crept back into bed. She lay there, feeling nervous. Maybe her father had had an accident. She worried about him driving home after drinking. She knew her mother worried, too. She had heard Rosa and Abuelita Maria discussing it. And where was her brother, Alberto? It was almost midnight now.

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"No!" Lupe's face turned pale. Her knuckles whitened as she gripped the telephone receiver hard. Marta, Alberto, and Abuelita all turned from their breakfasts to watch Rosa as she put down the phone.

"Rosa, what is it?" exclaimed Abuelita. Lupe's face filled with pain.

"It's Pablo. He was driving home with his parents from the fiesta last night—they had an accident and now Pablo is

dead! Pablo's mama is Luisa—you remember her, Abuelita? she worked on the committee with us—she was in the car too. They ran a red light and were hit by a truck. Luisa is in the hospital now. They haven't told her yet that Pablo is dead. Carmen says Pablo's Papa, Alfonso, hasn't stopped crying yet! He blames himself because he was driving. He had too much to drink at the fiesta."

As she listened, Marta's eyes filled with tears. Pablo was in her class at school. Although Marta would never admit it, Pablo was one of her favorites. He was always laughing. His happy laughter made everyone around him feel good. The accident must have been the reason for the siren she heard last night. Marta had been worried about her father, who lay gently snoring in the next room, and all the while it was Pablo.

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Later that morning in church, Abuelita knelt slowly and crossed herself reverently before lighting a candle for Pablo and Luisa. Marta held tightly to her mama's hand and watched Abuelita. The glow of hundreds of candles framed Abuelita's straight back—everyone in the community had heard about Pablo and his family by now.

After church, Rosa and Abuelita gathered with several of the women who had worked with them to plan last night's annual fiesta. Señora Martínez immediately began to plan for the wake.

"We need to get things together for the family. Alfonso will need help. Let's take turns preparing dinner for the family until Luisa comes home from the hospital. I'll be first. Linda, can you take tomorrow night?"

"Sí, but we need to plan, too, for after the funeral. Father

Domingo told me it is scheduled for Tuesday morning. Such a tragedy."

"I think it's our fault," interjected Abuelita. Six pairs of eyes turned to stare at her.

"Yes," she continued. "When we planned the fiesta, we didn't think about what alcohol is doing to our families. Now look what's happened. I've lived long enough to see many things and I've had enough of this. Liquor killed my husband, God bless his soul, only it killed him slowly, a little at a time. Now it's killed Pablo. That boy was only 13 years old. It's up to us to stop all this drinking."

"You're right," responded Señora Martínez. "Let us help Luisa's family now. Next year, we'll figure out how to help all the families when we plan the fiesta. It's up to us to stop all this drinking."

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Marta stared at the blank page of her diary, opened to today's date. How could she begin to write about what had happened today? About the fiesta and the accident? About Pablo? About her fears for Papa?

Especially about Papa. Marta had been worried for a long time about her father. She had learned in school from her teachers that alcoholism meant being dependent on alcohol, having to have it. You could be an alcoholic whether you drank beer or whiskey, or whether you just drank at certain times, like every night after work. That's why alcoholism is an illness, said her teacher. Anyone could become an alcoholic, if he or she drank too much, anyone.

Marta heard Alberto moving about in the next room. It had been a long time since she had talked seriously to Alberto about anything. He used to be her best big brother, but lately he had been different. He'd been fighting with Mama, too, when Papa wasn't home. Alberto was staying out late and not coming home after school. Marta suspected he was hanging out with the older boys on the corner. She had seen them smoking cigarettes and drinking beer. Abuelita didn't make a fuss about it, though—the way she did when Marta wanted to go over to a friend's house to watch TV. No, Alberto got to do what he wanted while she had to come home to help Mama and Abuelita with dinner. It wasn't fair!

Marta pushed back a sigh and decided to check out what Alberto was up to. Maybe he would spare her a few moments of his time if she asked his advice.

"Alberto—what's happening?" Marta tried hard to strike a cheerful pose as she sat on the windowsill in Alberto's room. Alberto looked up resentfully from his car magazine. He looked like he was about to tell her to get lost, then stopped when he noticed the sad look on Marta's face behind the forced cheerfulness.

"What's happening with you? You look like you just lost your best friend."

"Well, in a way, I did. Pablo was a tease, but I really liked him. I can't believe I'll never see him again!"

"Yeah, I know. He was a cool dude."

"Alberto, can I ask you something? Do you ever worry about Papa?"

"What do you mean?"

"Well... worry about him, about his drinking too much. He used to be different, but now he drinks every night and passes out in front of the TV."

"Naw, he's just tired from working so hard. And he's got a lot on his mind... he needs to relax."

"What about the fighting with Mama? That's not being tired. I get scared listening to them fight."

"Look, Marta, you've got to understand men. Papa works hard all week long. He's trying to get ahead and it's not easy. Times are hard and money's short. So on Friday night, he likes to forget his troubles. It's natural."

"I don't think so, Alberto. I'm worried about Papa. I'm afraid he might be an alcoholic. I want him to stop drinking. I want us to go back to the way it was in the old days."

"Well, Marta, you have some choices. Maybe if you were better and didn't nag him all the time, Papa wouldn't drink so much. Give it a try."

"I don't know, Alberto. Maybe I should tell Papa to just stop drinking. If he loves us, he'll stop drinking."

"You could try that. Or you could talk to somebody else about it. You remember what Father Domingo said: talking about a problem helps you sort it out."

What would you do if you were Marta? If you think Marta should try to be a better daughter, keep reading. If you think Marta should ask José to stop drinking, turn to page 9, and begin reading at the symbol ▼▼▼▼▼. *If you think Marta should talk to somebody else about her father, turn to page 10, and begin reading at the symbol* ▼▼▼▼▼.

▼▼▼▼▼

Marta thought hard about her conversation with Alberto. Maybe it really was her fault. She decided that she would try to be as good as gold. In fact, she would try hard to be perfect. When her father saw how good she was, he would have no reason to drink. Everything would be better for her family.

So Marta set out to be good. She came home every day after school to help Mama and Abuelita. She didn't complain once about missing TV and hanging out with her friends. Even Abuelita said she was doing a good job. She even said it at the dinner table one night in front of Papa. But her father said nothing.

When Friday night rolled around, Marta grinned to herself with satisfaction as she fell asleep. She had been so good, there would be no reason for Papa to drink too much tonight. It was therefore much to Marta's surprise that she awoke at midnight to the sound of furniture crashing to the floor downstairs. José was yelling at Rosa worse than ever, his words slurred from the booze. Marta crept out of bed and went to Alberto's room, looking for comfort. Alberto's bed was empty! He still wasn't home and it was after midnight!

Sadly, Marta returned to bed and cried herself to sleep. Nothing had changed.

If you don't like this ending to Marta's story, turn back to page 8 and try another ending.

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Marta resolved to tell Papa how she felt. After all, Papa loved her and wanted her to be happy. Once she explained that she was worried about him, he would surely agree to stop drinking.

That night, after dinner, Marta helped Mama and Abuelita with the dishes. Then she went into the living room and sat on the sofa, she felt nervous but she was determined

that tonight was the night. Together, they watched TV a few moments. As Papa reached out for the beer by his side, Marta said, "Papa, don't! Please stop drinking. I'm worried about you. All this drinking is no good. Look at what happened to Pablo! They told us at school that alcoholism is a disease. It killed Abuelo, your own father! Please, Papa, I want us to be happy again."

Papa pulled his arm away angrily. "Who do you think you are to question your Papa? I know how to handle liquor—I'm a man! You are only a little girl..."

"José, she is only trying..." Abuelita had noticed what was happening and tried to tell Papa that Marta meant no harm.

But Abuelita's words came too late. José had already grabbed his can of beer and walked out of the house. Marta and Abuelita looked at one another in despair as they heard the tires on José's car squeal down the driveway.

"Go on upstairs and do your homework, Marta. You don't make Papa drink and you can't cure him," said Abuelita sadly.

That night, Papa was still not home when Marta went to bed. Perhaps he was never coming home. Maybe he had a car crash. Marta cried herself to sleep.

If you don't like this ending to Marta's story, turn back to page 8 and try another ending.

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Marta agrees with Alberto that she needs to talk to somebody. But who?

"I know," says Marta. "Why don't I talk to Tía Carmen? She's my favorite aunt. Maybe she'll have some good ideas."

"That's a possibility," responds Alberto. "But suppose she's too busy with her own family to listen to *your* problem. How about someone at school? They know a lot about this disease."

"Well, I don't know. I don't like to talk to anyone outside the family. I guess I could talk to Mrs. Anderson, my art teacher. She likes the posters I drew. Catalina said she was easy to talk to."

"Well, if you don't want to talk to someone outside the family, why not talk to Mama and Abuelita? They know what's going on."

What would you do if you were Marta? If you think Marta should talk to Tía Carmen, keep reading. If you think Marta should talk to Mrs. Anderson, turn to page 15, and begin reading at the symbol ▼▼▼▼▼. If you think Marta and Alberto should talk to Mama and Abuelita, turn to page 17, and begin reading at the symbol ▼▼▼▼▼.

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Marta told Mama that she wanted to stop off at Tía Carmen's house on her way home from school. She hadn't seen her cousins, Juanito and Carlitos, in two weeks. These babies were so cute and cuddly.

After playing with the twins, Marta went into the kitchen to help Tía Carmen prepare dinner. As they worked together chopping vegetables, Carmen noticed that Marta was unusually quiet.

"Marta, what is it? You've been silent and serious for the past ten minutes." Carmen smiled at Marta, her glance warm and kind.

"Tía, I don't know what to do," said Marta. "I am so sad about Pablo... and I am worried a lot about Papa. He is drinking so much these days and I am worried that he will be hurt or killed when he drinks and drives."

"Is that what is worrying you, Marta?"

"Well... Papa is drinking so much that he falls asleep in front of the TV most nights with a beer in his hand. And on Friday nights...oh, Tía, he and Mama have the most awful fights. It scares me to listen to them."

Carmen put her arms around Marta to comfort her.

"I am glad you told me this, Marta. I, too, have been worried about your papa and my sister Rosa. She doesn't say anything to me, but I have seen how her eyes look worried all the time. I knew something was wrong. Mmm... now let's see what we can do."

Carmen chopped half an onion, then turned to Marta.

"I have an idea! How about this—you could come and stay here with Tio Pedro and me on Friday nights. Alberto could come, too, if he wanted. That way, you'd have a safe place to be, away from the fighting. We could tell your Papa that you were helping to babysit Juanito and Carlitos. How about that?"

"That's a good idea," said Marta. "But what about Mama? She still has to be there and fight with Papa!"

"Well, I know what," said Carmen. "I will talk to your Mama. I saw a talk show on television about alcohol and drinking—it said that alcoholism is a disease that can happen to anyone. Even though everybody in the family dislikes the alcoholic's drinking, family members often act in ways that allow the person to keep drinking. When they do, they end up hurting themselves in the long run. Nobody can stop an alcoholic from drinking, but family members can get help. In fact, the lady on this program said there were places for children and mothers and fathers to go. These meetings are everywhere, where people can learn to talk about their feelings and try to figure out what to do for themselves and their families. I will find one in our area and tell your mama about it!"

"Tía, that would be great. I know she'd listen to you."

"Hey, in the meantime, I have another great idea. I've been wanting to talk to you about it. You know my friend Teresa Hernandez? She is starting a new dance group. It's called Raices Latinas—they do dances from every part of the old country. They are authentic dances and guess what? You get to wear beautiful authentic costumes, too. Just like your mama and I saw at the fiestas when we were growing up in the old country. She is looking for teenagers to join the group. Do you think you'd like to try it? They meet in the afternoon after school."

"Oh yes," Marta's eyes were shining. Then her face fell.

"But Abuelita doesn't think I should run around after school. She wants me to come straight home and help prepare dinner."

"Oh, but I bet she would approve of Raices Latinas. I know your Abuelita used to love to dance herself as a young woman. I will talk with her about it."

"Tía Carmen, would you?" said Marta "Gracias!"

Marta and Carmen put their plan to work. Marta began to spend every Friday night at Tía Carmen's. Alberto started coming, too, after a couple of weeks. And Abuelita not only approved of Marta's dancing, she sewed her a beautiful costume from the area where she had lived as a young girl.

Things are looking up for Marta. She is happy, but she is still worried about Papa and his drinking.

If you don't like this ending to Marta's story, turn back to page 11 and try another ending.

* * *

Maybe Alberto is right, decides Marta. Maybe she should talk to someone at school. After all, teachers and counselors are used to dealing with problems. Maybe they could help her.

After art class, as the others students were leaving the room, Marta got up her courage and stopped by Mrs. Anderson's desk. She didn't exactly know what to say, so she stood there silently.

"Yes, Marta? That was a lovely drawing you did in class today." Mrs. Anderson glanced up as she continued to pack her papers into her briefcase.

"Uh... Mrs. Anderson, could I talk to you? About something important?"

This time, Mrs. Anderson looked more directly at Marta. She sensed that something important was going on for her talented student.

"Of course, Marta. Now is not a good time, I have another class coming in. How about after lunch? Can you meet me in the playground?"

After lunch, Marta and Mrs. Anderson met in the playground.

Mrs. Anderson listened silently as Marta poured out her story, her sadness about Pablo's death and her worries about Papa and his drinking. When Marta was through, Mrs. Anderson paused for a moment to collect her thoughts and then said slowly: "Marta, there are many young people in the world whose parents are alcoholics. Alcoholism is a life-long disease that gets worse as time goes on. No one knows what causes this illness. Doctors think it might come from people's genes or from their environment or from their emotions. Alcoholics are not in control of the drug, alcohol, whether they drink every day or just every so often."

"But not every young person has your courage to tell someone else about it" continued Mrs. Anderson. "It's hard to tell, because we all want the world to believe that our family is perfect, just like on TV. Nobody's family is perfect, though. There are some important things that you should know about your father's drinking. First of all, *it's not your fault.* You didn't cause the drinking and you can't cure it. The only thing you can do is take care of yourself. For example, is there a safe place you could go on Friday night when your father comes home after drinking? "

"Tía Carmen might be willing to let me stay with her."

"That would be good. Why don't you talk to your aunt about that? Now here's another thing you could do to help yourself. Find a group of kids like yourself who are living through the same thing. We all need someone to talk to about our problems and other kids who've been through it can be a big help to you. Check with Mr. Sanchez, the guidance counselor, to see if there's a group here at school. In the meantime, let's look up Alateen in the telephone book. Alateen is a group of young people who have a family member with an alcohol problem. They get together to share their ideas and support each other."

Let's go back to my office so I can give you a phone number to call. "Here's Alateen, listed under 'alcoholism information and treatment.' Alateen won't make your father stop drinking, but it will help you learn how to understand what you can do for you. There are Alateen groups in every community and they don't cost any money."

"I'll think about it. Thanks, Mrs. Anderson."

"You're welcome, Marta. Let me know how things go for you, okay?"

If you don't like this ending to Marta's story, turn back to page 11 and try another ending.

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"Let's go tell Mama and Abuelita right now," exclaimed Marta.

"Now?" asked Alberto.

"Now! Papa's at work and they're both home today," said Marta. Once she had set her heart on something, she decided to go for it!

Marta and Alberto found Rosa and Abuelita Maria in the kitchen. They had just finished cooking the rice and beans and were sitting down to have a cup of coffee while it cooked. The pot on the stove filled the room with a wonderful aroma.

But now that they were all together, Marta felt reluctant to start the conversation. What if Mama said she was crazy? What if Abuelita felt Marta and Alberto were criticizing Papa and became angry? Alberto nudged her forward.

"Mama, Abuelita... Marta has something she wants to say."

Marta turned to glare at Alberto.

"What is it, Marta?" asked Mama gently, noticing the sudden confusion on Marta's face.

"Well, Mama, um... I'm... that is, Alberto and I... we're worried about Papa."

"What about Papa?" asked Mama.

"Well ... um..." stammered Marta.

"I think I know," said Abuelita softly, watching Marta's face carefully. "Marta and Alberto are concerned about José's drinking. Isn't that right?"

Marta nodded gratefully. "How did you know?" she asked Abuelita.

"I guessed, Marta, because I am concerned about it, too. I didn't want to say anything to you, Rosa, because I didn't want to interfere between you and José. I know that things are different here in the United States. I know José is a good man who works hard to support his family. It's not easy and I know he is worried about the bills. I know he needs to relax. But relaxing every night with a few beers is not good. It is making his life worse, not better. And it's not good for you, Rosa. We can all hear José fighting with you on Friday nights. The children are worried."

"Oh, Abuelita, I don't know what to do. I have told José that all this drinking is not good, but he doesn't listen to me."

"Mama, maybe we should all talk to Papa, tell him how we feel. He loves us and maybe he will stop." Marta turned to look at Alberto with respect in her eyes. She had thought Alberto wasn't concerned about Papa's drinking!

"That's a good idea," said Abuelita. "He can't ignore us all."

"Okay, anything's worth a try. Anything's better than the way things are now," said Rosa. "When shall we talk to Papa?"

"How about after church on Sunday morning?" suggested Abuelita. "On Sunday morning, the hangover from the weekend should be reminding him of the dangers of alcohol!"

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Sunday morning was bright and clear. Marta was nervous from the moment she got up and tiptoed past Papa snoring on the sofa on her way out the door to church. When the family arrived home, Abuelita said firmly, "José, your family has something we wish to say to you. Come and join us, please."

Papa looked surprised, but joined them at the kitchen table. Marta and Alberto stared at one another, not sure where to start. They needn't have worried. Abuelita took the lead.

"José, I have noticed that you are drinking a great deal of alcohol. You drink beer every night after dinner and then fall asleep in front of the TV. On Friday nights, you drink so much with your friends that when you come home, you start an argument with Rosa who has done nothing to hurt you."

"Mama, I drink a few beers, that is all..."

"José, beer is alcohol, just like whiskey or gin. It's not what you drink, but the fact that you need to drink. The drink changes who you are and how you act. It is affecting everyone in the family." With that, Abuelita looked directly at Rosa.

"José, Mama is right," began Rosa timidly. "You are a hard worker and a kind and loving husband and father... when you're not drinking. I know you can't help it. This drinking is a sickness. It's making us all sick. We want you to get well."

"Yes, Papa." Marta rushed into the conversation. "I love you so much, but I'm sad when you drink. I'm scared when you come home angry and fighting on Saturday nights. I'm angry when you fall asleep in your chair after dinner. You don't help me with my homework any more. I love you, but I don't love your drinking!"

"Me, too," said Alberto. "I wanted to be like you, so I tried drinking, too. But I drank so much it made me sick. Even worse, it made me feel out of control, just like you act when you drink too much. I don't like that feeling and I don't like it when you act like that. We all want you to stop drinking."

José had had enough. He stood up, his chair crashing to the floor.

"Enough!" he roared. "None of you know what it is like for me everyday. I work hard all day and then I come home to all this nagging. If you didn't nag me like this, I wouldn't have to drink!"

Without a backward glance, José left the room, slamming the door behind him. Mama, Abuelita, Marta and Alberto were left sitting at the table, looking at each other sadly.

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José came home later that day, drunk once again. Marta, Alberto and Abuelita all stayed out of his way. Rosa had gone to visit Carmen and the twins. By the time she came home, José was sleeping soundly on the sofa once again.

Life went on as usual for the next couple of weeks. Then one night, José came home early. Before she had a chance to say anything, José twirled Rosa around the kitchen.

"Querida, I have news for you," he said to Rosa proudly, "Today, I went with Jaime Hernandez to a special meeting. It's a group called Alcoholics Anonymous or AA. Jaime told me one day at lunch about it. He used to drink too much, too. Then his wife left him and took the children back to her parents. He started going to AA and now he goes every week. Once he stopped drinking, his wife and the children came back to live with him. Jaime says that AA can help me stop drinking. There are no doctors or anything like that at AA. It's just regular people, like me, each one working to stop their own drinking and supporting each other."

"José, that is wonderful news!" cried Rosa, her eyes shining. "I am so proud of you."

AA didn't change José's life overnight. It took two long years until José's family was able to feel like a happy family again. In the meantime, Marta and Alberto started going to a support group for teens that José told them about. At Alateen, they made new friends who had shared experiences similar to their own. Rosa and Abuelita went to Al-Anon, a support group for adults. They learned how to help each other there. Marta and Alberto learned new ways to cope with their father's alcoholism. They learned to take care of themselves and to let José learn to take care of himself.

If you asked Marta today what is the moral of her story, she would tell you to remember that there is always hope for a better tomorrow.

If you don't like this ending to Marta's story, turn back to page 11 and try another ending.

La Decisión de Marta

cómo lograr comunicarse

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[illegible]as [illegible]o sus [illegible] Mas bien, [illegible]r modelos [illegible]

[illegible] sentido que los productores agradecen las contribuc[illegible]zadas por muchas personas cuyas palabras y fotogr[illegible]arecen en estos productos. Algunos de ellos participaron voluntariamente, porque ellos o personas importantes en sus vidas, han sido afectadas por el alcoholismo y/o problemas derivados de las otras drogas. Otros quisieron ser parte de los esfuerzos para crear reacciones inmediatas entre la gente joven que vive en ambiente de alto riesgo; además de fomentarles: "Be Smart" "Don't Start" para no consumir alcohol y otras drogas. Finalmente, se verán o se escuchará de algunos actores profesionales que también serán incluidos en CONNECTIONS.

No existe el típico Americano alcohólico o adicto, ni tampoco el hijo del alcohólico. Son solo adultos y niños que son parte de la población, que estan viviendo con estos problemas, que son iguales al resto de las personas y al conocerlos en CONNECTIONS, se parecerán a aquéllos que nos son familiares. Nuestro [illegible]ento especial para aquéllos que compartieron sus [illegible]s personales de dolor, con la esperanza de prevenir o [illegible]ufrimiento de otros.

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La Decisión de Marta

Cómo lograr comunicarse

El sonido de la sirena rompió el silencio de la noche. Marta miró nerviosamente el despertador que estaba en la mesa de noche junto a su cama. Las 11 p.m.

Estaba acostada en su cama, esperando. Pero no pudo más. Se levantó, se puso la bata y bajó las escaleras. Miró a hurtadillas en la cocina, allí estaba sentada Rosa, su mamá. Rosa, con la mirada fija en la mesa, retorcía la punta de su delantal con dedos nerviosos.

La abuelita María, la abuela de Marta, ya se había acostado. Como sucedía con frecuencia en estos días, Alberto, el hermano de Marta, ni se aparecía. Seguramente aún estaba en la fiesta de la vecindad, a pesar de que debería haber regresado a la casa más temprano junto con el resto de la familia. José, el padre de Marta, todavía estaba en la fiesta.

La sirena dejó de sonar. Marta le tenía terror a los viernes por la noche. Durante las noches de los fines de semana y cada vez con mayor frecuencia, José llegaba a casa muy tarde, y cuando llegaba, todos en la casa podían escucharlo. Le gritaba a Rosa, quien le respondía muy tranquilamente. Pero esto sólo causaba que él gritara más fuerte. La discusión continuaba y parecía durar horas, hasta que de pronto se acababa. Cuando esto sucedía, Marta sabía que su padre había caído dormido en el sillón de la sala porque había bebido demasiado. A la mañana siguiente, ella lo encontraba roncando muy fuerte. Marta hacía lo posible para no verlo mientras ella se preparaba para ir a la iglesia. Cuando él finalmente se levantaba, por lo general estaba molesto, casi siempre olía a alcohol y ella detestaba ese olor.

Marta suspiró. Era tan difícil para ella ver a su padre cuando bebía demasiado. En el pasado, José había sido el padre más bueno y amoroso que se puedan imaginar. Y todavía lo era, pero cuando no bebía. Marta recordaba los maravillosos paseos de familia cuando su padre la llevaba al parque cargada sobre sus hombros. En esos días, su padre jugaba pelota con Alberto y luego toda la familia se sentaba junta para comer el delicioso almuerzo que Rosa había preparado.

Pero esos días ya no existían. Ahora, José parecía beber con más y más frecuencia. A menudo, se quedaba dormido frente a la televisión después de haber bebido como una docena de cervezas al regresar del trabajo. José solía ayudar a Marta con sus tareas de la escuela después de la cena, pero ahora parecía que no tenía ni tiempo ni interés.

¡Ay! Otra vez la sirena. Marta sintió un escalofrío. Lentamente, regresó a su cama. Se quedó allí, muy nerviosa. Quizá su padre había tenido un accidente. Ella se preocupaba porque él regresaba a la casa manejando después de haber bebido. Y sabía que su madre también se preocupaba porque había escuchado a la Rosa y a la abuelita María discutir sobre esto. ¿Y dónde estaba su hermano Alberto? Ya era casi la medianoche.

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"¡No!", la cara de Rosa se empalideció. Los nudillos de sus dedos se pusieron blancos cuando ella agarró con firmeza el auricular del teléfono. Marta, Alberto y la abuelita, que estaban desayunando, voltearon para observar a Rosa mientras ella colgaba el teléfono.

"Rosa, ¿qué pasa?", exclamó la abuelita. El rostro de Rosa mostraba dolor. "Es Pablo. Después de la fiesta de anoche, regresaba a casa con sus padres en el carro—tuvieron un accidente y ¡Pablo ha muerto! Pablo era hijo de

Luisa, ¿te acuerdas de ella, abuelita?, trabajó con nosotras en el comité—ella también estaba en el carro. Se pasaron una luz roja y chocaron contra un camión. Luisa está ahora en el hospital y todavía no le han dicho que Pablo ha muerto. Carmen dice que Alfonso, el papá de Pablo, ¡no ha dejado de llorar! Se siente culpable porque él estaba manejando. Había bebido demasiado en la fiesta."

Los ojos de Marta se llenaron de lágrimas al escuchar esto. Pablo era su compañero de clase en la escuela y aunque nunca lo admitiría, Pablo era uno de sus compañeros preferidos. Siempre estaba riéndose. Su risa alegre hacía que todos los que estaban a su lado se sintieran bien. El accidente había sido la razón por la cual ella escuchó la sirena anoche.

Marta se había preocupado por su padre, que estaba acostado, roncando profundamente, y en realidad todo le había sucedido a Pablo.

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Esa mañana en la iglesia, la abuelita se arrodilló lentamente y se persignó con reverencia antes de prender una vela para Pablo y Luisa. Marta estaba agarrada muy fuertemente de la mano de su mamá mientras observaba a la abuelita. El resplandor de cientos de velas se podía ver a los costados de la espalda recta de la abuelita—todos en la comunidad sabían ya lo de Pablo y su familia.

Después de ir a la iglesia, Rosa y la abuelita reunieron a varias de las mujeres que habían trabajado con ellas organizando la fiesta anual de la comunidad. Inmediatamente, la señora Martínez empezó con los planes del velorio. "Organicemos las cosas para la familia. Alfonso va a necesitar ayuda. Podemos turnarnos para preparar la cena para la familia hasta que Luisa salga del hospital. Yo seré la primera. Linda, ¿puede usted hacerlo mañana por la noche?"

"Sí, pero también necesitamos planear todo para después del funeral. El padre Domingo me dijo que será el martes por la mañana. Es una verdadera tragedia."

"Yo creo que es nuestra culpa," expresó la abuelita. De inmediato, seis pares de ojos se voltearon a mirarla.

"Sí," continuó diciendo. "Cuando organizamos la fiesta, no pensamos en lo que el alcohol hace a nuestras familias. Y miren lo que ha pasado. Yo he vivido bastante tiempo, he visto muchas cosas y ya no quiero más de esto. El licor mató a mi esposo, Dios lo tenga en su gloria, lo mató lentamente, a poquitos. Y ahora ha matado a Pablo, un niño de sólo 13 años de edad. Nos toca a nosotras acabar con esta costumbre de beber alcohol."

"Tiene razón," respondió la señora Martínez. "Por ahora tenemos que ayudar a la familia de Luisa, pero el próximo año cuando organicemos la fiesta, pensaremos en algo que ayude a todas las familias. Nos toca a nosotras acabar con esta costumbre de beber alcohol."

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Marta miró fijamente la página en blanco de su diario, que estaba abierto en la fecha de hoy. ¿Cómo podría empezar a escribir sobre lo que había pasado el día de hoy? ¿Sobre la fiesta y el accidente? ¿Sobre Pablo? ¿Sobre su preocupación por su papá?

Especialmente sobre su papá. Marta ha estado preocupada por su padre por mucho tiempo. En la escuela ella aprendió que alcoholismo significa depender del alcohol, y sentir la necesidad de beberlo. Uno puede llegar a ser alcohólico consumiendo cerveza o whiskey, aunqe sólo beba en determinados momentos, como por ejemplo, todas las noches al regresar del trabajo. Es por eso que el alcoholismo es una enfermedad, había dicho su maestro. Cualquier persona que beba demasiado puede convertirse en un alcohólico, cualquier persona.

Marta escuchó que Alberto estaba en su habitación. Hacía mucho tiempo que no había conversado seriamente con Alberto sobre cualquier tema. El solía ser su querido hermano mayor, pero últimamente había cambiado. Peleaba con mamá cuando papá no estaba en casa. Alberto se quedaba afuera hasta tarde y no venía a casa después de la escuela. Marta sospechaba que se quedaba rondando con los muchachos de la esquina. Lo había visto fumar cigarrillos y tomar cerveza. Sin embargo, la abuelita no protestaba sobre esto como lo hacía cuando Marta quería ir a la casa de una amiga a ver televisión. No, Alberto podía hacer lo que quería mientras que ella tenía que regresar a casa para ayudar a mamá y la abuelita con la cena. ¡No era justo!

Marta suspiró y decidió ver qué era lo que estaba haciendo Alberto. Quizá, si ella le pedía un consejo, él le daría unos minutos de su tiempo con ella.

"Alberto, ¿qué pasa?" Marta trató de parecer alegre mientras se apoyaba contra el marco de la ventana de la

habitación de Alberto. Retirando la vista de su revista de carros, Alberto la miró con resentimiento. Parecía que le iba a decir que se fuera, pero no lo hizo porque se dió cuenta de la tristeza que había detrás de la alegría forzada de Marta.

"¿Qué te pasa a tí? Parece que hubieras perdido a tu mejor amigo."

"Bueno, hasta cierto punto, lo he perdido. Pablo era un bromista, pero la verdad es que me gustaba. ¡No puedo creer que no lo volveré a ver nunca más!"

"Ajá, lo sé. Era uno de mis mejores amigos."

"Alberto, ¿puedo preguntarte algo? ¿Alguna vez te preocupas por papá?

"¿Qué quieres decir?"

"Bueno... preocuparte por él, porque bebe demasiado. El era diferente, ahora bebe todas las noches y se queda dormido frente al televisor."

"Qué va, sólo está cansado de tanto trabajar. Y tiene muchas cosas en la mente... necesita relajarse."

"¿Y qué de las peleas con mamá?" Eso no es porque está cansado. Me da miedo escucharlos pelear."

"Mira Marta, tienes que comprender a los hombres. Papá trabaja muy duro toda la semana. El trata de salir adelante y eso no es fácil. Las cosas están difíciles y no hay dinero suficiente. Por eso los viernes en la noche él trata de olvidarse de sus problemas. Es natural."

"No lo creo, Alberto. Yo estoy preocupada por papá. Tengo miedo que sea un alcohólico. Quiero que deje de beber y que todo vuelva a ser como antes."

"Bueno Marta, uno tiene que tomar decisiones. Quizá si te portaras mejor y dejaras de hablarle en tono de reproche todo el tiempo, papá dejaría de beber tanto. Inténtalo."

"No sé Alberto. Quizá le debería decir a papá que deje de beber. Si él nos quiere, dejará de beber."

"Puedes intentarlo o puedes hablar sobre esto con otra persona. Recuerda lo que el padre Domingo dijo: Hablar sobre un problema nos ayuda a corregirlo."

¿Qué harías si estuvieses en el lugar de Marta? Si crees que Marta debería de tratar de ser una mejor hija, sigue leyendo. Si crees que Marta debe pedirle a José que deje de beber, pasa a la página 10, y empieza a leer después de los símbolos. Si crees que Marta debe hablar con alguien más respecto a su padre, pasa a la página 11, y empieza a leer después de los símbolos.

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Marta pensó mucho sobre su conversación con Alberto. Quizás de verdad era culpa de ella. Decidió que iba a ser tan buena como un ángel. Trataría seriamente de ser perfecta. Cuando su padre se diera cuenta de lo buena que era, él no tendría ninguna razón para beber. Todo mejoraría para su familia.

Así que Marta se dedicó a ser buena. Regresaba a casa todos los días después de la escuela para ayudar a mamá y a la abuelita. No se quejó ni una sola vez por no ver televisión ni por no salir con sus amigas. Hasta la abuelita dijo que ella se estaba portando muy bien y hasta lo dijo una noche en la mesa del comedor estando presente su papá. Pero su padre no dijo nada.

Al llegar la noche del viernes, Marta sonrió consigo misma llena de satisfacción mientras se quedaba dormida. Se había portado muy bien, no había razón para que papá bebiera demasiado esta noche. Por eso, Marta quedó sorprendida cuando se despertó en la mitad de la noche debido al ruido causado por muebles que eran tirados contra el suelo en la planta baja. José estaba gritando a Rosa como nunca antes lo había hecho y no podía pronunciar bien las palabras debido al licor. Marta salió lentamente de su cama y fue a la habitación de Alberto buscando consuelo. ¡La cama de Alberto estaba vacía! ¡Todavía no estaba en casa y ya era más de medianoche!

Con tristeza, Marta regresó a su cama y se quedó dormida mientras lloraba. Nada había cambiado.

Si no te gusta este final de la historia de Marta, regresa a la página 9 y busca otro final para la historia.

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Marta decidió decirle a su papá lo que sentía. Después de todo, su papá la quería y quería que ella fuese felíz. Una vez que ella le explicara que estaba preocupada por él, seguro que dejaría de beber.

Esa noche, después de la cena, Marta ayudó a su mamá y a la abuelita con los platos. Luego fue a la sala y se sentó en el sofá, se sentía muy nerviosa pero estaba decidida que esta noche ella confrontaría a su padre. Juntos vieron televisión por unos momentos. Cuando su papá estiró el brazo para agarrar una cerveza, Marta dijo, "¡No papá! Por favor deja de beber. Estoy preocupada por tí. Beber tanto no es bueno. ¡Mira lo que pasó con Pablo! En la escuela nos dijeron que el alcoholismo es una enfermedad. ¡El alcohol mató al abuelo, a tu propio padre! Por favor, papá, quiero que seamos felices nuevamente."

El papá retiró su brazo con cólera. "¿Quién te crees que eres para pedirme cuentas, a mí, tu papá? Yo sé cuánto licor beber—¡Soy un hombre! Tú sólo eres una niña..."

"José, ella sólo está tratando..." La abuelita se había dado cuenta de lo que pasaba e intentó decirle al papá que Marta no se lo decía con mala intención.

Pero las palabras de la abuelita no fueron escuchadas. José agarró la cerveza y salió de la casa. Marta y la abuelita se miraron con desesperación mientras escuchaban el chillido de las ruedas del carro de José que se alejaba.

"Marta, sube y haz tus tareas. No es tu culpa que tu papá beba y no puedes curarlo," dijo con tristeza la abuelita.

Esa noche cuando Marta se acostó, su papá todavía no había regresado a casa. Quizá nunca regresaría. Quizá había tenido un accidente con el carro. Marta lloró hasta que se quedó dormida.

Si no te gusta el final de la historia de Marta, regresa a la página 9 y busca un final diferente.

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Marta está de acuerdo con Alberto, tiene que hablar con alguien. Pero, ¿con quién?

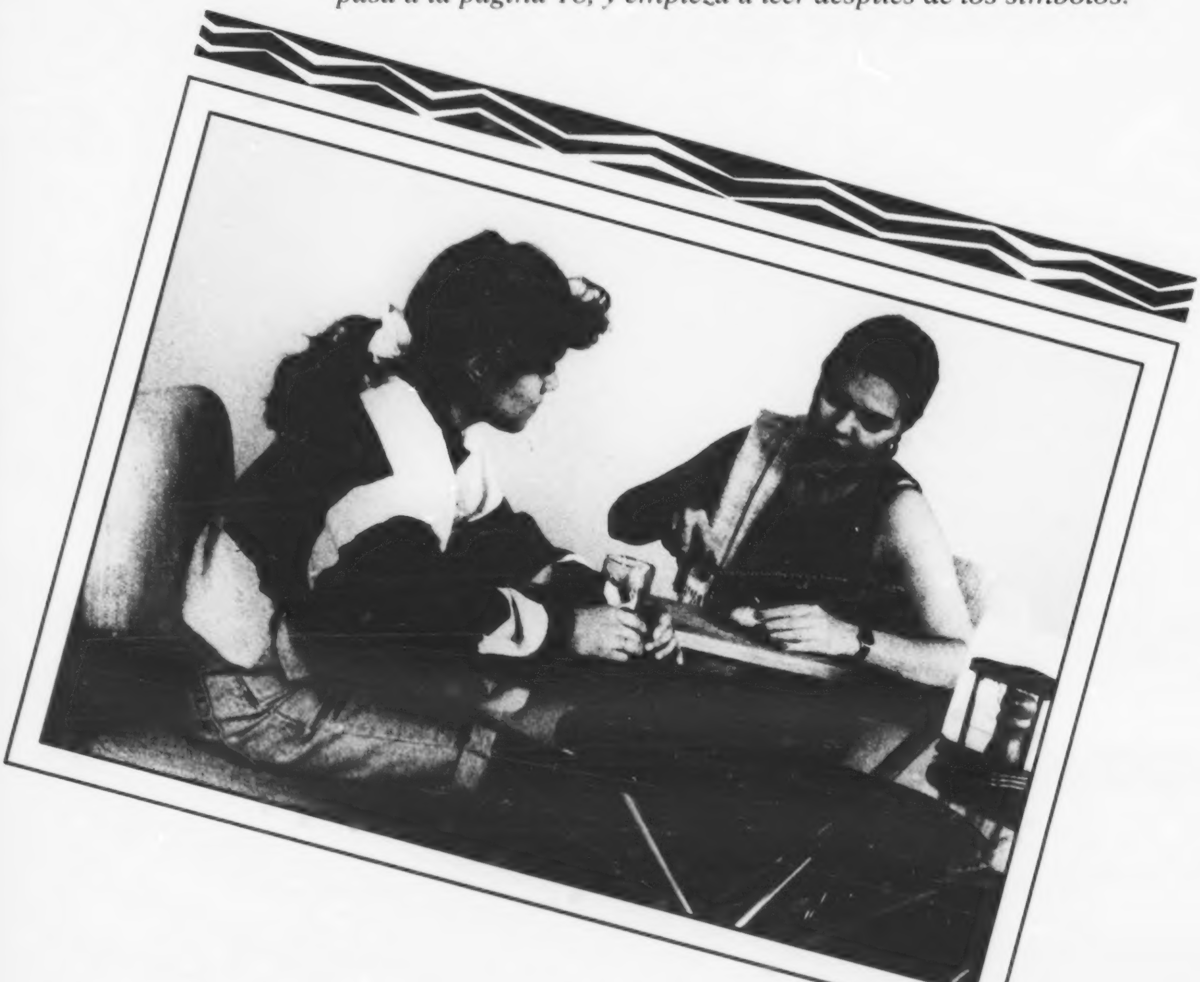
"Ya sé," dice Marta. "¿Por qué no hablo con la tía Carmen? Es mi tía preferida. Quizás ella tenga buenas ideas."

"Esa es una posibilidad," respondió Alberto. "Pero supongamos que esté demasiado ocupada con su familia como para hablar de *nuestro* problema. ¿Qué te parece alguien en la escuela? Ellos saben mucho acerca de esta enfermedad."

"No sé. No me gusta hablar con alguien ajeno a la familia. Me imagino que podría hablar con la Sra. Anderson, mi profesora de arte. A ella le gustan los dibujos que hago. Catalina dice que es fácil hablar con ella."

"Bueno, si no quieres hablar con alguien ajeno a la familia, ¿por qué no hablas con mamá y la abuelita? Ellas saben lo que está pasando.

¿Qué harías si estuvieras en el lugar de Marta? Si crees que Marta debe hablar con su tía Carmen, sigue leyendo. Si crees que Marta debe hablar con la Sra. Anderson, pasa a la página 16, y empieza a leer después de los símbolos. Si crees que Marta y Alberto deben hablar con su mamá y con la abuelita, pasa a la página 18, y empieza a leer después de los símbolos.



* * *

Marta le dijo a su mamá que quería parar en la casa de su tía Carmen al regreso de la escuela. No había visto a sus primos Juanito y Carlitos por dos semanas. Esos bebitos son tan lindos que provoca abrazarlos.

Después de jugar con los mellizos, Marta fue a la cocina para ayudar a su tía Carmen a preparar la cena. Mientras cortaban las verduras, Carmen se dió cuenta que Marta estaba demasiado callada.

"Marta, ¿qué pasa? Has estado muy callada y seria duranta los últimos diez minutos." Carmen le sonrió a Marta con un mirada cariñosa y afectuosa.

"Tía, no sé que hacer," dijo Marta. "Estoy tan triste por lo de Pablo... y estoy muy preocupada por mi papá. El está bebiendo demasiado últimamente y me preocupa que pueda lastimarse o hasta matarse si continúa bebiendo y manejando."

"¿Es eso lo que te preocupa, Marta?"

"Bueno... Papá está bebiendo tanto que la mayoría de las noches se queda dormido frente al televisor con una cerveza en la mano. Y los viernes en la noche... ay, tía, él y mamá tienen las peleas más feas. Me da miedo escucharlos."

Carmen abrazó a Marta para consolarla.

"Me da mucho gusto que me hayas dicho esto, Marta. Yo también he estado preocupada por tu papá y por mi hermana Rosa. Ella no me dice nada, pero me he dado cuenta que constantemente sus ojos reflejan preocupación. Sabía que algo andaba mal. Mmm... veamos que podemos hacer."

Carmen picó la mitad de una cebolla y volteó hacia Marta.

"¡Tengo una idea! Que te parece esto—puedes venir y quedarte aquí con tu tío Pedro y conmigo los viernes por la noche. Si Alberto quiere, puede venir también. De esa manera tendrás un lugar seguro en donde estar, lejos de los pleitos. Le podemos decir a tu papá que viniste a cuidar a Juanito y a Carlitos. ¿Qué te parece?"

"Es una buena idea," dijo Marta. "Pero, ¿y mamá? ¡Ella todavía tendría que estar allí y pelear con papá!"

"Yo lo sé," dijo Carmen. "Hablaré con tu mamá. Yo ví un programa en la televisión sobre el alcohol y el consumo de alcohol—dijeron que el alcoholismo es una enfermedad que puede sucederle a cualquiera. A pesar de que a todos en la familia les disgusta que el alcohólico beba, con frecuencia, los miembros de la familia se comportan de manera que permiten que esa persona siga bebiendo y, al final de cuentas, terminan perjudicándose ellos mismos. Nadie puede hacer que un alcohólico deje de beber, pero pueden buscar ayuda para sí mismos. La señora que se presentó en este programa dijo que hay lugares donde los niños, las madres y los padres pueden ir. Estas reuniones las tienen en muchos lugares y allí las personas pueden hablar sobre sus sentimientos y decidir lo que pueden hacer por ellos y por sus familias. Voy a averiguar sobre alguno cerca de tu casa y ¡le avisaré a tu mamá!"

"Tía, eso sería excelente. Yo sé que ella te hará caso."

"Por lo pronto, tengo otra idea. Hace un tiempo que quería decírtelo. ¿Te acuerdas de mi amiga Teresa Hernández? Ella ha empezado un grupo de baile llamado Raíces Latinas—bailan muchas de las danzas de nuestro país. Son danzas auténticas, y ¿adivina qué? también usan hermosos trajes auténticos. Son igualitos a los que tu mamá y yo veíamos en las fiestas a las que íbamos cuando eramos chicas en nuestro pais. Teresa está buscando a adolescentes que quieran unirse al grupo. ¿Te gustaría tratar? Se reúnen en las tardes después de la escuela."

"¡Claro!", los ojos de Marta brillaban de felicidad. Luego su rostro cambió.

"Pero abuelita piensa que yo no debo andar por ahí después de la escuela. Ella quiere que yo regrese a casa inmediatamente para ayudarla a preparar la cena."

"Pero estoy segura que aprobará a Raíces Latinas. Yo sé que a tu abuelita le gustaba bailar cuando era joven. Yo le hablaré sobre esto."

"¿Le hablarás, tía Carmen? dijo Marta. "¡Gracias!"

Marta y Carmen realizaron lo que habían planeado. Marta empezó a pasar todos los viernes por la noche en casa de su tía Carmen. Después de un par de semanas, Alberto empezó a pasar los viernes allí también. Y la abuelita no sólo

aprobó que Marta bailara sino que le cosió un hermoso vestido de la región donde ella había pasado su juventud.

Las cosas están mejor para Marta. Está feliz, pero todavía sigue preocupada sobre su papá y la bebida.

Si no te gusta este final de la historia de Marta, regresa a la página 12 y busca otro final para la historia.

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Quizás Alberto tenga razón, piensa Marta. Quizás ella debería hablar con alguien en la escuela. Después de todo, los maestros y los consejeros están acostumbrados a tratar con problemas. Quizás ellos podrían ayudarla.

Después de la clase de arte, mientras los otros alumnos salían del salón, Marta se llenó de valor y se detuvo junto al escritorio de la Sra. Anderson. No sabía que decir exactamente, así que se quedó parada en silencio.

"¿Sí, Marta? El dibujo que hiciste hoy está muy bonito." La Sra. Anderson levantó la vista mientras seguía colocando los papeles dentro de su maletín.

"Este... Sra. Anderson, ¿podría hablar con usted sobre algo importante?

Esta vez, la Sra. Anderson miró directamente a Marta. Se dió cuenta que algo serio le sucedía a su talentosa alumna.

"Por supuesto, Marta. Este no es un buen momento, tengo otra clase ahora mismo. ¿Qué te parece si nos encontramos en el parque después del almuerzo?"

"Bueno... y ¡gracias!

"¿Qué pasa?"

La Sra. Anderson escuchó en silencio mientras Marta le contaba su historia, su tristeza por la muerte de Pablo y su preocupación por su papá y por lo que bebía. Cuando Marta terminó, la Sra. Anderson se quedó callada por un momento y luego dijo calmadamente: "Marta, hay muchos jóvenes en el mundo cuyos padres son alcohólicos. El alcoholismo es una enfermedad que dura toda la vida y va empeorando a medida que pasa el tiempo. Nadie sabe cuál es la causa de la enfermedad. Los médicos creen que pueda ser por herencia, por el ambiente en que vive la persona o por sus emociones. Los alcohólicos no pueden controlarse, ya sea que beban todos los días o sólo de vez en cuando. No se dan cuenta que el alcohol es una droga."

"No todos tienen la valentía de contárselo a alguien", continuó la Sra. Anderson. "Es muy difícil contarlo porque todos queremos que el mundo crea que nuestra familia es perfecta, igual a lo que vemos en la televisión. Sin embargo, nadie tiene una familia perfecta. Hay ciertas cosas importantes que debes saber respecto a la costumbre que tiene tu padre de beber. Primero, tú no tienes la culpa. Tú no eres el motivo por el cual el bebe y tú no puedes curarlo. Lo único que puedes hacer es cuidarte. Por ejemplo, ¿hay algún lugar a donde puedas ir los viernes por la noche cuando tu padre llega a casa después de haber bebido?"

"Es posible que mi tía Carmen me permita quedarme con ella."

"Eso sería muy bueno. ¿Por qué no hablas con ella sobre esto? Ahora, esta es otra cosa que puedes hacer para ayudarte a tí misma. Busca un grupo de jóvenes que estén pasando por lo mismo. Todos necesitamos hablar con alguien sobre nuestros problemas y otros jóvenes que han pasado por lo mismo pueden ser de mucha ayuda. Habla con el Sr. Sánchez, el consejero, para ver si hay un grupo aquí en la escuela. Mientras tanto, busquemos el nombre Alateen en la guía de teléfonos. Alateen es un grupo de jóvenes que tienen a alguien en la familia que tiene problemas con el alcohol. Se reunen para compartir ideas y apoyarse los unos a los otros."

Regresemos a mi oficina ya que allí tengo un número de teléfono que te darán información y ayuda. "Aquí está Alateen, bajo 'alcoholism, information and treatment' (alcoholismo, información y tratamiento). Alateen no hará que tu padre deje de beber, pero te ayudará a comprender qué es lo que puedes hacer para ayudarte a tí misma. Hay grupos Alateen en todas las comunidades y son gratis."

"Voy a pensar qué hacer. Gracias, Sra. Anderson."

"De nada, Marta. Y avísame lo que suceda, ¿de acuerdo?"

Si no te gusta este final de la historia de Marta, regresa a la página 12 y busca otro final para la historia.

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"Vamos a contárselo a mamá y a abuelita ahora mismo," exclamó Marta.

"¿Ahora?" preguntó Alberto.

"¡Ahora mismo!" Papá está en el trabajo y ellas dos están en la casa hoy," dijo Marta. Una vez que ella se decidía a hacer algo, ¡lo hacía!

Marta y Alberto encontraron a Rosa y a la abuelita María en la cocina. Acababan de terminar de preparar el arroz y frijoles y se iban a sentar a tomar una taza de café mientras cocinaban. La comida en la cocina llenaba la habitación de un delicioso aroma.

Pero ahora que estaban todos juntos, Marta se sentía reacia a empezar la conversación. ¿Y si su mamá decía que estaba loca? ¿Y si la abuelita pensaba que Marta y Alberto estaban criticando a su papá y se enojaba? Alberto la empujó ligeramente con el codo.

"Mamá, abuelita... Marta quiere decirles algo."

Marta volteó y miró a Alberto.

"¿Qué pasa, Marta?" preguntó la mamá cariñosamente, al notar la repentina confusión en la cara de Marta.

"Bueno, mamá, este... Yo... es decir... Alberto y yo... estamos preocupados por papá."

"¿Qué pasa con papá?" pregunto la mamá.

"Bueno... este... " balbuceó Marta.

"Yo creo que sé lo que es," dijo la abuelita suavemente, mientras miraba el rostro de Marta atentamente. "Marta y Alberto están preocupados porque José bebe. ¿Correcto?"

Marta asintió con la cabeza. "¿Cómo supiste?" le preguntó a su abuelita.

"Lo adiviné, Marta, porque yo también estoy preocupada por lo mismo. No quise decirte nada a tí, Rosa, porque no quise interferir entre tú y José. Yo sé que las cosas son diferentes aquí en Estados Unidos. Yo sé que José es un buen hombre que trabaja muy duro para mantener a su familia. No es fácil y sé que está preocupado por las cuentas. Sé que necesita relajarse. Pero relajarse todas las noches con unas cuantas cervezas no está bien. Está empeorando su vida, no mejorándola. Y esto tampoco es bueno para tí,

Rosa. Todos escuchamos a José pelear contigo los viernes por la noche. Los niños están preocupados."

"Ay, abuelita, no sé que hacer. Le he dicho a José que beber no le hace ningún bien, pero no me hace caso."

"Mamá, quizá todos podemos hablar con papá y decirle lo que sentimos. El nos quiere y quizá deje de beber". Marta se volteó para mirar a Alberto con gran respeto en sus ojos. ¡Ella había pensado que Alberto no estaba preocupado porque su papá bebía!

"Esa es una buena idea," dijo la abuelita. "No puede ignorarnos a todos."

"De acuerdo, todo lo que intentemos vale la pena. Cualquier cosa es mejor que la manera en que están las cosas ahora," dijo Rosa. "¿Cuándo hablaremos con papá?"

"¿Qué les parece el domingo en la mañana después de ir a la iglesia?" sugirió la abuelita. "El sabado por la mañana, la borrachera del viernes por la noche le hará pensar sobre los peligros del alcohol!"

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La mañana del domingo estaba despejada y clara. María se sintió nerviosa desde el momento en que se levantó y cuando salía para ir a la iglesia pasó en puntas de pie junto al sofá donde su papá roncaba. Cuando la familia regresó a casa, la abuelita dijo con firmeza: "José, tu familia quiere decirte algo. Ven para acá, por favor."

El papá quedó sorprendido pero se reunió con ellos en la mesa de la cocina. Marta y Alberto se miraban el uno al otro, sin saber por dónde empezar. No tuvieron que preocuparse. La abuelita tomó la delantera.

"José, me he dado cuenta que estás bebiendo demasiado alcohol. Bebes cerveza todas las noches después de la comida y luego te duermes frente al televisor. Los viernes por la noche, bebes tanto con tus amigos que cuando llegas a casa empiezas a pelear con Rosa que nada ha hecho para molestarte".

"Mamá, yo sólo bebo unas cuantas cervezas, eso es todo..."

"José, la cerveza es alcohol, como lo son el whisky o el ron. No es lo que bebes sino el hecho que beber se te ha hecho una necesidad. La bebida te cambia y te hace actuar de otra manera. Está afectando a todos en la familia." Con eso, la abuelita dirigió su mirada directamente a Rosa.

"José, mamá tiene razón," empezó a decir Rosa con timidez. "Tú eres muy trabajador y un esposo y un padre amoroso y bueno... cuando no estás bebiendo. Yo sé que no puedes evitarlo. Esto es una enfermedad y nos está enfermando a todos. Queremos que te sanes."

"Sí, papá". Marta intervino en la conversación. "Yo te quiero mucho, pero me siento triste cuando bebes. Los viernes en la noche cuando regresas a la casa enojado y empiezas a pelear, yo siento miedo. Siento cólera cuando te quedas dormido en tu silla después de comida. Ya no me ayudas con mis tareas. ¡Yo te quiero, pero no me gusta que bebas!"

"Yo también," dijo Alberto. "Yo quiero ser como tú, así que traté de beber también. Pero bebí tanto que me sentí mal. Lo que es aún peor, perdí el control y actué igual que tú cuando bebes demasiado. No me gusta sentirme así y no me gusta cuando actúas así. Todos queremos que dejes de beber."

Esto había sido demasiado para José. Se puso de pie, su silla se estrelló contra el piso.

"¡Basta!", gritó. "Ninguno de ustedes sabe por lo que paso todos los días. Trabajo duro todo el día y después vengo a casa a todos estos regaños. ¡Si no me regañaran insistentemente quizá no tendría que beber!

Sin mirar hacia atrás, José salió de la habitación, tirando la puerta al salir. La mamá, la abuelita, Marta y Alberto se quedaron sentados en la mesa, mirándose tristemente.

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Ese día, José regresó tarde una vez más. Marta, Alberto y la abuelita se mantuvieron alejados de él. Rosa había ido a visitar a Carmen y a los mellizos. Cuando ella llegó a la casa, José estaba profundamente dormido en el sofá una vez más.

La vida siguió igual que siempre por un par de semanas. Luego una noche, José llegó a casa temprano. Antes que Rosa pudiera decir algo, José la llevó dando vueltas como bailando por la cocina.

"Querida, tengo noticias," le dijo a Rosa con mucho orgullo. "Hoy día fui con Jaime Hernández a una reunión especial. Es un grupo que se llama Alcohólicos Anónimos o AA. Un día a la hora de almuerzo, Jaime me habló sobre el grupo. El también tomaba mucho. Luego su esposa lo dejó, se fue donde sus padres y se llevó a los niños con ella. Jaime empezó a ir a AA y ahora va cada semana. Cuando el dejó de beber, su esposa y sus hijos regresaron a vivir con él. Jaime dice que AA puede ayudarme a dejar de beber. No hay médicos ni nada parecido en AA. Son gente normal, como yo, que están tratando de dejar de beber y se ayudan mutuamente."

"José, ¡esa es una noticia maravillosa!" exclamó Rosa con los ojos llenos de emoción. "Estoy tan orgullosa de tí."

AA no cambió la vida de José de la noche a la mañana. Pasaron dos años antes de que la familia de José fuese capaz de sentirse nuevamente como una familia feliz. Durante este tiempo, Marta y Alberto empezaron a ir a las reuniones de Alateen sobre las que José les avisó. En Alateen, ellos hicieron nuevos amigos que habían pasado por situaciones parecidas a la suya. Rosa y la abuelita fueron a Al-Anon, un grupo de apoyo para adultos. Allí aprendieron cómo ayudarse unos a otros. Marta y Alberto aprendieron nuevas maneras sobre cómo hacer frente al alcoholismo de su padre. Aprendieron cómo cuidarse y aprendieron a dejar que José aprenda a cuidarse por sí solo. Si hoy le preguntaras a Marta cuál es la moraleja de su historia, te diría que recuerdes que siempre hay esperanzas para un mañana mejor.

Si no te gusta este final de la historia de Marta, regresa a la página 12 y busca otro final para la historia.

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Education institutions planning to use these materials should be aware that implementaion of this program may be subject to the provision of the Protection of Pupil Rights Amendment and its regulations. 20 U.S.C. §1232h and 34 CFR Part 98.

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Life is Belonging

An American Indian Photo Album.

A Note About the People in THE DISCOVERY KIT/ CONNECTIONS

Being depicted in a photograph in this book is not intended to imply in any way that the person or their family has or had a problem with alcohol. Some photographs of people are included to show role models of strength and dignity.

However, the producers gratefully acknowledge the contributions of the many people whose words, and photographs appear in these products. Some of them volunteered to participate because they or others important to their lives have been affected by alcoholism and/or problems related to other drugs. Others wanted to be part of efforts to build resilience among young people in high risk environments and to encourage them to "Be Smart! Don't Start!" drinking or using other drugs. Finally, some professional performers may be seen or heard in THE DISCOVERY KIT/CONNECTIONS.

There is no typical American alcoholic/addict, or child of an alcoholic. Just as adults and children in the general population who are living with these problems look like the rest of us, the people we will meet in THE DISCOVERY KIT/CONNECTIONS look and sound like those we already know. For those who did share from painful personal experiences in the hope of preventing or reducing suffering for others, our very special thanks.

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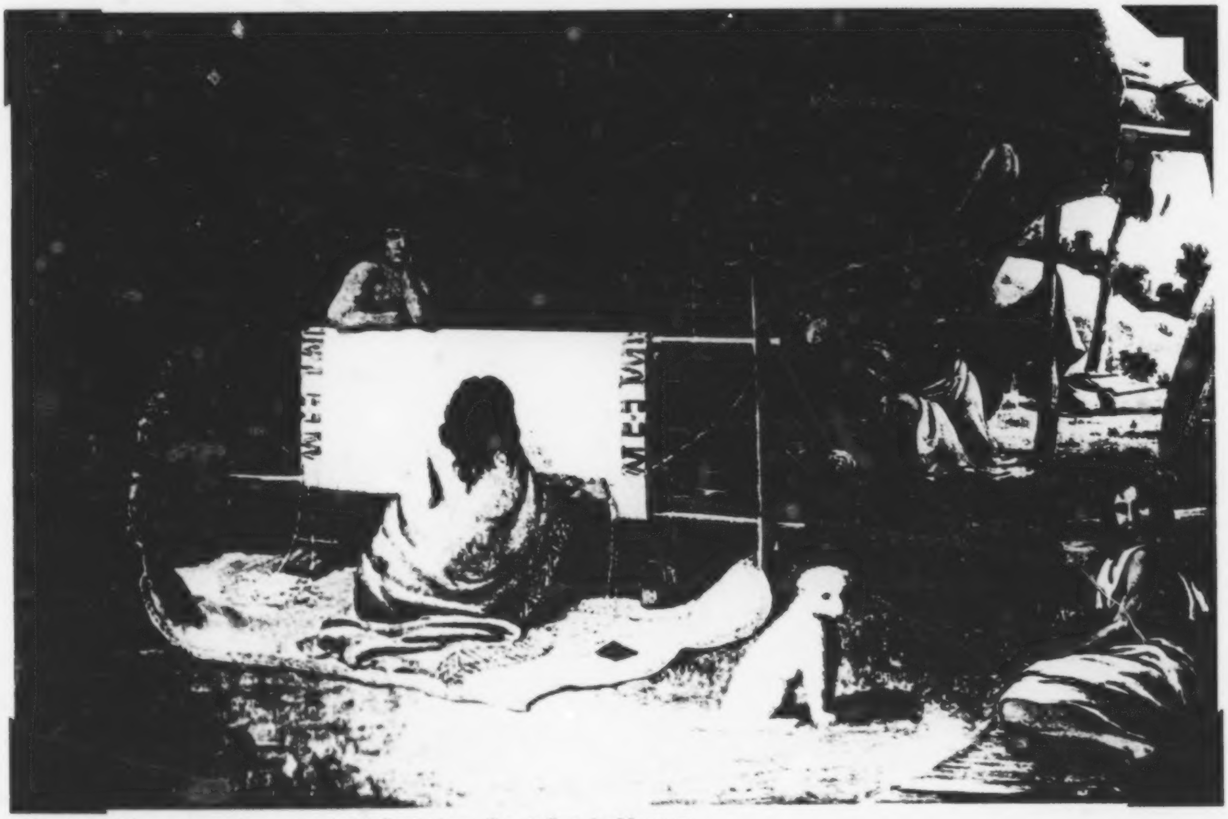

"Coal-lum Women weaving a blanket." Paul Kane Royal Ontario Museum.

"LOOKING BACK, Indians have always been a strong people, with strong traditions and beliefs. They lived a good life. They believed each person's life was important. The children, adults, and elders all had important roles among their people." Everyone belonged.

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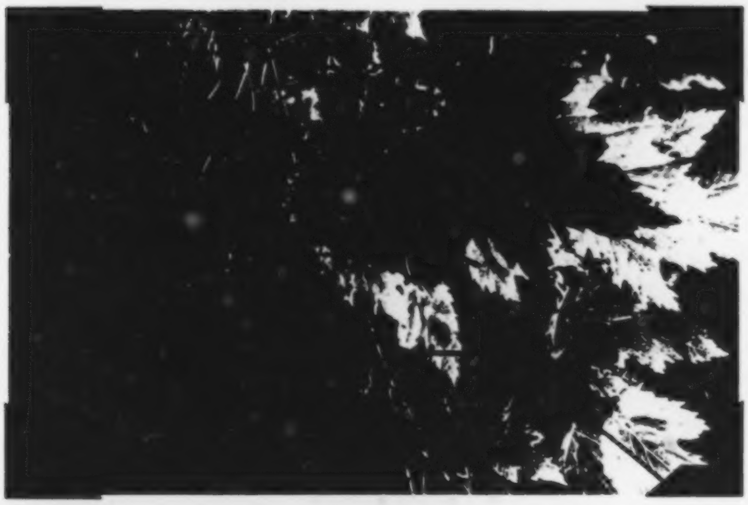
"The people respected seasons - winter, spring, summer, and fall. Each season brought new teachings. It was a lifestyle based on people working together and trusting each other. Life was a journey based on belonging...

as family...

as friends...

and as people."

"Life was being
with the Creator."



"Life was being together...

with animals...

TO KEEP KIDS
OFF DRUGS

with Mother Earth...

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and with self."

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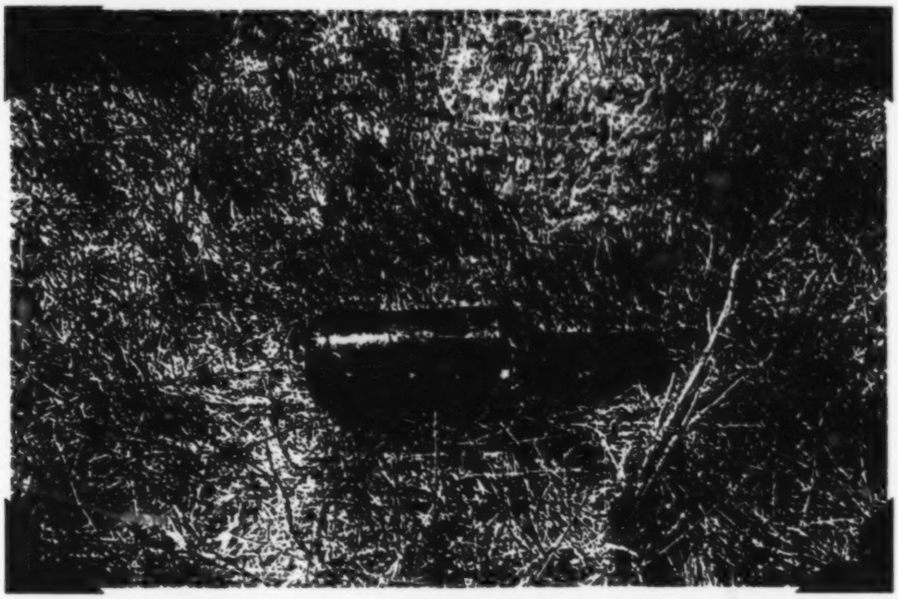
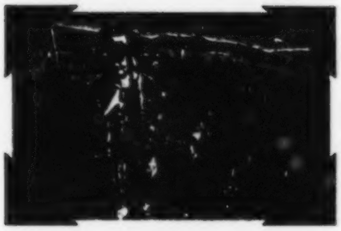
"TODAY, life is changing. Indians have had to make changes in their way of life. Elders remember the old ways and wish they could come back. The elders teach the people that children are special. They know the young ones need protection, care and love."

"Yet, life can be confusing for the young ones. Young people know what life is like for them. Sometimes they feel alone. They think no one cares.

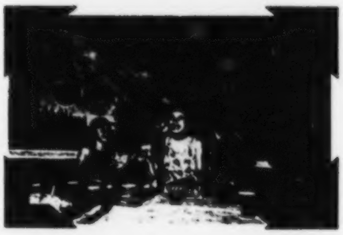


They know some adults drink too much alcohol... divorce or leave.... spend money on other things, rather than for the good of the children of the family... or die before their time."

"The young ones know about being hurt and sometimes they feel sad. Sometimes, they are scared when they go to sleep at night. The young ones feel confusion about what they believe their life 'should' be and how it really is."



"Yes... life is all of this, but it is much, much more! ...there can be sadness, but also happiness."



"Adults care very much about the young ones. Many adults are a part of their families, or churches, or schools. They may be elders in the tribe. These adults teach the young ones about legends, ceremonies, belief, and values."

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"They can teach the young ones to drum...

sing...

dance."

"Life is a journey with steps taken every day. The elders call it the circle of life."

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"The decisions people make determine the journey for their life. Each person's journey is special for them. Some people take alcohol or other drugs on their journey, some do not. Some people are involved with dancing, sports, school, church, and many other activities. Others choose to ask for help, remembering they are not alone."

"It's ok to talk to people.
It's ok to trust people.
It's ok to be happy or sad."

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"LOOKING FORWARD, young ones can bring the rich history elders remember into the future. To do this, the young ones can decide to begin new relationships...

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with the Creator...

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with animals...

Mother Earth...

and self."

with families...

friends...

caring adults...

the people."

It's o.k. to be who you are.

You are special to the circle of life.

COUGARS
ALLIS

"In life...no one knows what will happen."

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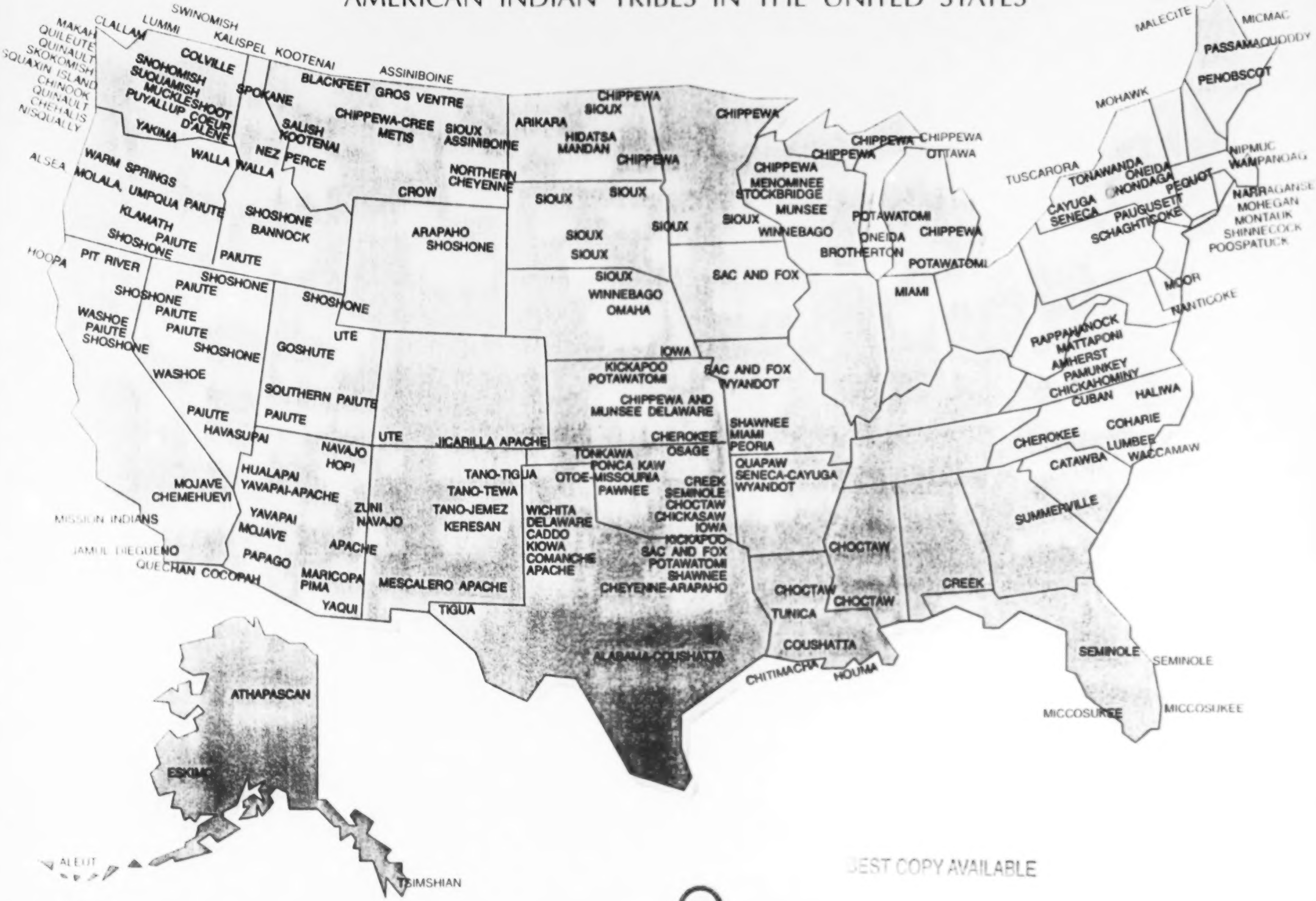
"No one knows the way their life will go. But each decision made will determine the journey. When the young ones of today near the end of their circle of life and they become the elders, they can teach the 'new' young ones what they have learned."

"Life is...belonging."

AMERICAN INDIAN TRIBES IN THE UNITED STATES


SWINOMISH
MAKAH
CLALLAM
LUMMI
QUILEUTE
QUINAULT
SKOKOMISH
SQUAXIN ISLAND
CHINOOK
QUINAULT
CHEHALIS
NISQUALLY
KALISPEL
KOOTENAI
COLVILLE
SNOHOMISH
SUQUAMISH
MUCKLESHOOT
PUYALLUP
COEUR D'ALENE
SPOKANE
YAKIMA
WALLA WALLA
NEZ PERCE
SALISH
KOOTENAI
ASSINIBOINE
BLACKFEET
GROS VENTRE
CHIPPEWA-CREE
METIS
SIOUX
ASSINIBOINE
NORTHERN CHEYENNE
CROW
ALSEA
WARM SPRINGS
MOLALA, UMPQUA
PAIUTE
KLAMATH
PAIUTE
SHOSHONE
SHOSHONE
BANNOCK
PAIUTE
HOOPA
PIT RIVER
SHOSHONE
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UTE
GOSHUTE
SOUTHERN PAIUTE
PAIUTE
PAIUTE
HAVASUPAI
MOJAVE
CHEMEHUEVI
MISSION INDIANS
JAMUL DIEGUENO
QUECHAN
COCOPAH
HUALAPAI
YAVAPAI-APACHE
YAVAPAI
MOJAVE
PAPAGO
MARICOPA
PIMA
YAQUI
APACHE
NAVAJO
HOPI
ZUNI
NAVAJO
ARAPAHO
SHOSHONE
UTE
JICARILLA APACHE
TANO-TIGUA
TANO-TEWA
TANO-JEMEZ
KERESAN
MESCALERO APACHE
TIGUA
CHIPPEWA
SIOUX
ARIKARA
HIDATSA
MANDAN
CHIPPEWA
SIOUX
SIOUX
SIOUX
SIOUX
SIOUX
SIOUX
WINNEBAGO
OMAHA
IOWA
KICKAPOO
POTAWATOMI
CHIPPEWA AND
MUNSEE DELAWARE
CHEROKEE
OSAGE
TONKAWA
PONCA KAW
OTOE-MISSOURIA
PAWNEE
CREEK
SEMINOLE
CHOCTAW
CHICKASAW
IOWA
KICKAPOO
SAC AND FOX
POTAWATOMI
SHAWNEE
CHEYENNE-ARAPAHO
WICHITA
DELAWARE
CADDO
KIOWA
COMANCHE
APACHE
ALABAMA-COUSHATTA
SAC AND FOX
WYANDOT
SHAWNEE
MIAMI
PEORIA
QUAPAW
SENECA-CAYUGA
WYANDOT
CHIPPEWA
CHIPPEWA
MENOMINEE
STOCKBRIDGE
MUNSEE
SIOUX
WINNEBAGO
SAC AND FOX
CHIPPEWA
CHIPPEWA
CHIPPEWA
OTTAWA
POTAWATOMI
ONEIDA
BROTHERTON
CHIPPEWA
POTAWATOMI
MIAMI
CHOCTAW
CHOCTAW
CHOCTAW
TUNICA
COUSHATTA
CHITIMACHA
HOUMA
CREEK
SEMINOLE
SEMINOLE
MICCOSUKEE
MICCOSUKEE
CHEROKEE
CATAWBA
SUMMERVILLE
COHARIE
LUMBEE
WACCAMAW
HALIWA
RAPPAHANNOCK
MATTAPONI
AMHERST
PAMUNKEY
CHICKAHOMINY
CUBAN
MOOR
NANTICOKE
TUSCARORA
MOHAWK
TONAWANDA
ONEIDA
ONONDAGA
CAYUGA
SENECA
PAUGUSETT
SCHAGHTICOKE
PEQUOT
NIPMUC
WAMPANOAG
NARRAGANSET
MOHEGAN
MONTAUK
SHINNECOCK
POOSPATUCK
MALECITE
MICMAC
PASSAMAQUODDY
PENOBSCOT
ATHAPASCAN
ESKIMO
ALEUT
TSIMSHIAN

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For more information about helping American Indian children of alcoholics:

National Association for Native American
Children of Alcoholics (NANACOA)
P. O. Box 18736
Seattle, WA 98118
Tel: (206) 322-5601

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LIFE IS BELONGING
AN AMERICAN INDIAN PHOTO ALBUM

ATION